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A SYSTEMS ANALYSIS OF A SELF-PACED, VARIABLE-LENGTH COURSE OF I--ETC(U)  
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## A Systems Analysis of a Self-Paced, Variable-Length Course of Instruction

### Annex A

Training, Administrative and Disciplinary Problems  
Associated With the U.S. Army Clerk-Typist  
(MOS 71B10/20) Course

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Annex A - A077985

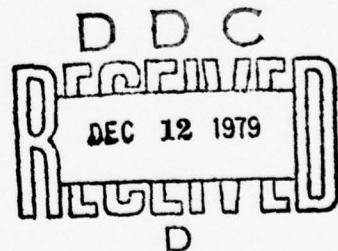
by

C. Dennis Fink, Harold Wagner  
Richard D. Behringer, and Morris Showel

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Prepared for

U.S. Army Research Institute  
for the Behavioral and Social Sciences  
1300 Wilson Boulevard  
Arlington, Virginia 22209



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## A Systems Analysis of a Self-Paced, Variable-Length Course of Instruction .

Annex A .

Training, Administrative and Disciplinary Problems  
Associated With the U.S. Army Clerk-Typist  
(MOS 71B10/20) Course

(10)

by  
C. Dennis Fink, Harold Wagner,  
Richard D. Behringer, ■ Morris Showel

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## ABSTRACT

This study analyzed selected features of the Basic Army Administration Course (BAAC) which trains enlisted personnel for MOS 71B10/20 (Clerk-Typist). The objectives of the study were: to obtain information that could be used to identify the strengths and weaknesses of the course; to develop suggestions for improving the course; and to develop a model to describe the important features of a self-paced, variable-length course. Questionnaires and structured interviews were administered to a sample of course students, dropouts, and instructors, and to persons responsible for administering the courses at Fort Ord, California, and Fort Jackson, South Carolina. In addition, training records were analyzed and the training environment was inspected. The findings are reported in two subtask reports plus a final report. This, the first subtask report, (a) describes instructor opinions and practices related to the 71B10/20 course, (b) describes course-related opinions and suggestions obtained from Training Company and Battalion/Brigade administrative personnel, and (c) compares disciplinary problems associated with the 71B10/20 and 76A10 courses at Forts Ord and Jackson.

The findings in this report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

## FOREWORD

This document is the first of three reports by the Human Resources Research Organization (HumRRO) describing the results of a systems analysis of a self-paced, variable-length course of instruction, the Basic Army Administrative Course (BAAC). Graduates of this course are awarded *MOS 71B10 or 71B20 (Clerk-Typist)*.

The present report describes findings obtained through the administration of a questionnaire to and/or the conduct of structured interviews with instructors, Training Company, and Battalion/Brigade administrative personnel at Fort Ord, California, and Fort Jackson, South Carolina, during September 1973. Reported also is a comparison between disciplinary problems associated with the 71B10/20 course and with a comparable fixed-length course (76A10).

The second report in this series will report on findings obtained from students of the 71B10/20 course. Comparisons between student and instructor perceptions of the course will be reported. Also, factors related to success and failure in the BAAC course will be analyzed.

The final study report will integrate the findings of the first two reports and will present suggestions for improving the 71B10/20 course.

The Program Director for this project is Dr. C. Dennis Fink of HumRRO Division No. 1 (System Operations). The Director of Division No. 1 is Dr. J. Daniel Lyons. The data from Fort Jackson were collected by Dr. Richard D. Behringer and Dr. Harold Wagner of Division No. 1; the data from Fort Ord were collected by Dr. Morris Showel of the HumRRO Western Division, Presidio of Monterey, California.

HumRRO greatly appreciates the considerable amount of assistance provided by BAAC training personnel at Fort Ord and Fort Jackson.

The research is sponsored by the U.S. Army Research Institute for the Behavioral and Social Sciences (Contract DAHC 19-73-Q-0022). Dr. Milton H. Maier is the Contracting Office Technical Representative for the study.

## SUMMARY

### BACKGROUND

The Basic Army Administration Course (BAAC) trains enlisted personnel for the 71B10/20 MOS (Clerk-Typist). The BAAC course is the largest self-paced, variable-length program conducted by the Army. The students are taught primarily by the use of programmed texts and, within limits, can progress through the course at their own rate.

### OBJECTIVES

The 71B10/20 course is scheduled to revert to a fixed-length course lasting seven weeks. Also, platform instruction will be introduced at certain points in the course. Before these changes become effective, it was deemed desirable to examine the course to identify its good and poor educational and administrative features.

Therefore, the objectives of this study are to obtain information about an operationally effective, self-paced, variable-length course; to use this information to identify the strengths and weaknesses of the course; and to develop a model to describe the important features of an effective self-paced, variable-length course of instruction.

### PROCEDURES

An extensive questionnaire covering a variety of features of the 71B10/20 course was administered to one class of students at Fort Ord and one class at Fort Jackson. A similar questionnaire and a structured interview were administered to course instructors at these two Training Centers. In addition, structured interviews were conducted with course dropouts, and with Training Company and Battalion/Brigade personnel charged with administration of the 71B10/20 course.

The training records of the two classes were analyzed and related to pre-course and within-course academic and performance characteristics of the students. Also, disciplinary problems associated with 10 consecutive classes of 71B10/20 students were compared with comparable classes of students attending the 76A10 (Supplyman) course at Forts Ord and Jackson.

### RESULTS

The findings of this study are being reported in two subtask reports plus a final report. This, the first subtask report, (a) describes instructor opinions and practices related to the 71B10/20 course; (b) describes course-related opinions and suggestions obtained from Training Company and Battalion/Brigade administrative personnel; and (c) reports on a comparison of disciplinary problems associated with the 71B10/20 and 76A10 (Supplyman) courses at Forts Ord and Jackson.

Salient findings presented in this report include:

- (1) Course instructors were favorably disposed toward the concept of a self-paced, variable-length course, but believed that certain portions of the 71B10/20 course should be presented by platform instruction.
- (2) The instructors were unsure of what their role should be in a self-paced course. As a result, they apparently provide a less than desirable amount of individual assistance to slow learners.
- (3) Because of many local variations in course administrative procedures, the 71B10/20 course at both Fort Ord and Fort Jackson is not strictly self-paced. Rather, an attempt is made to get all students to progress through the course at a minimum rate. They are free to exceed this rate if they can.
- (4) The course instructors were strongly of the opinion that they do not receive suitable recognition or rewards for good performance as an instructor.
- (5) Students were under the dual control of the School and a Training Company. This led to conflicts, especially with respect to the conditions that should be met before a student received a reward such as a three-day pass. For example, the School could recommend passes to students for good course performance, but the Training Company must approve. Training Company personnel believed that they should have more, if not exclusive, control of the students.
- (6) Battalion/Brigade administrative personnel believed that the 71B10/20 course was fairly easy to administer and was not associated with a disproportionate number of disciplinary problems.
- (7) A comparison of disciplinary problems associated with ten 71B10/20 classes and a comparable number of 76A10 classes revealed no differences in the incidence of disciplinary problems. The BAAC course gives the impression of being associated with more disciplinary problems because of the large number of students who attend the course each year.

Suggestions for improving the 71B10/20 course will be presented in the final report for this study.

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# **A Systems Analysis of a Self-Paced, Variable-Length Course of Instruction**

## **Annex A**

**Training, Administrative and Disciplinary Problems  
Associated With the U.S. Army Clerk-Typist  
(MOS 71B10/20) Course**

## BACKGROUND

### STATEMENT OF THE PROBLEM

The Basic Army Administration Course (BAAC) trains enlisted personnel for MOS 71B10/20 (Clerk-Typist). Graduates of this course may attend any of a number of follow-on courses, each of which prepares persons for a clerically related position. The 71B10/20 course is one of the largest courses in the Army's Advanced Individual Training (AIT) program with 7,000 to 8,000 students graduating from the course each year. Also, this course is the largest self-paced, variable-length program conducted by the Army. The students are taught primarily by the use of programmed texts and, within certain maximum limits, the students can progress through the course at their own pace.

The 71B10/20 course has been the subject of a number of studies and, as a result, numerous refinements have been made. The course is now about to undergo a further revision: early in CY 1974 it is scheduled to become a fixed-length course lasting seven weeks. Also, platform instruction will be introduced at certain points in the course.

Before these changes become effective, it was deemed desirable to examine the course once again in order to identify its good and bad features. Therefore, the objective of this study is to obtain various types of information about an operationally effective, self-paced, variable-length course—information which should prove useful when developing similar courses in the future.

A second purpose of the study is to identify disciplinary problems that may be associated with variable-length courses of instruction. The students of variable-length courses must, upon graduation, wait for some time before receiving their next duty assignment. It has been suggested that this waiting period may be a time when many disciplinary problems arise, primarily because the graduate has nothing to do and is living in a relatively unsupervised environment. As part of this study, disciplinary problems associated with the 71B10/20 course were compared with those associated with a comparable fixed-length AIT course, the Basic Supply Course that leads to MOS 76A10 (Supplyman).

### GENERAL CHARACTERISTICS OF A SELF PACED, VARIABLE LENGTH COURSE

A self-paced course of instruction is one in which the instructional material is presented by some means other than platform instruction contained in a programmed text or an audiovisual instructional package, or embedded in a sequence of practical exercises. A correspondence course is the traditional form of self-paced instruction.

In most self-paced programs the student studies a block of material. If he passes an examination on this block, he is allowed to progress to the next block of instruction. If he fails the examination, he is asked to restudy the material or to study material contained in an alternative instructional package. In most self-paced courses the student is free to study at his own rate as long as he is evidencing reasonable progress through the course.

A variable-length course is one in which there is no set number of hours or days that a student must spend in the course. Typically, graduation from the course is defined

in terms of mastery of a standard number of instructional units. When the student has mastered all of these units, he is graduated from the course. In the typical self-paced, variable-length course, the student studies a set number of instructional units. He studies these units at his own pace and graduates when he has completed the prescribed course of instruction.

A few courses are self-paced, fixed-length programs of instruction. In these courses, the student is free to study the instructional material at his own rate. However, the length of the course is fixed, and the student must master a minimum number of instructional units by the end of the course period. If the student is a highly efficient learner, he may master the minimum amount of instructional material in a considerably shorter time than is set for course completion. In this event, the student is assigned additional instructional material. With this type of course, all students attend the course for the same fixed period of time; their performance capability at the end of the course depends primarily on the number of instructional units they have mastered.

To recapitulate, a self-paced, variable-length course produces graduates who have all mastered the same amount of instructional material but who have graduated from the course after varying lengths of training time. A self-paced, fixed-length course produces graduates who have mastered varying amounts of instructional material but who have graduated from the course within the same period of time. The BAAC course, as administered through 19 December 1973, was defined as a self-paced, variable-length course. Beginning early in 1974, the course will become a fixed-length course employing both platform and self-paced modes of instruction.

#### **GENERAL CHARACTERISTICS OF THE BASIC ARMY ADMINISTRATIVE COURSE**

The BAAC courses studied in this project were conducted at Fort Ord, California, and Fort Jackson, South Carolina. Local variations in the course administrative procedures do exist, but, the important procedures followed at each installation are as described in Army Subject Schedule 12-70A10, MOS Technical Training of Clerk-Typist MOS 71B10, 9 April 1970.

Before entering the course, each student is administered a typing examination. On the basis of entry-level typing speed and accuracy, each student is assigned to one of three course tracks—a non-typist track (Group IV), an intermediate typist track (Group III), or an expert typist track (Group II).

Students who cannot type at a speed of 10 NWPM (Net Words Per Minute) are considered non-typists and are assigned to the Group Typing (Group IV) section of the course. At Fort Ord this section is conducted through the use of closed circuit TV. At Fort Jackson civilian instructors are used in lieu of TV tapes.

A student is allowed a maximum of two weeks to get through the Group Typing section of the BAAC course. During the first week students are taught the basic fundamentals of typing—the use of typewriter controls, the location of "home keys," and proper finger movements. They are guided through a series of exercises that teach them how to properly strike each individual key, and progress to the typing of groups of letters, groups of words, and, finally, sentences and paragraphs.

After the first few days of Group Typing, a daily record is made of each student's typing speed and accuracy. This record is obtained by "timed writings," five-minute test periods during which the student types as rapidly and accurately as possible. The student's typing rate is determined by calculating the number of words typed during the timed writing test (a word is defined as five keystrokes); from this typing rate score, five words are subtracted for each error. Thus, a student who typed 100 words in five

minutes, 10 of which contained a single error or mis-strike, would obtain a timed writing score of 10 NWPM.

At Fort Jackson, those students who can type 10 NWPM or more by the end of the first week of Group Typing are advanced to the next section (Group III) of the course, the self-instruction, self-paced section. Those students who can type seven to nine words per minute are given an additional week of typing practice in order to bring their speed up to over 10 NWPM. Those students who cannot type at least seven words per minute usually are dropped from the course.

At Fort Ord, Group Typing is divided into two parts, each lasting one week. The first week consists of group instruction by means of video tapes. The second week is self-paced. Instructors are present to monitor classroom activities but they do not function as instructors per se. Whenever the student consistently attains 15 NWPM for three timed writings, he is moved out of Group Typing and proceeds with the rest of the course. If, however, he does not reach this goal within two weeks but can type 10 NWPM at the end of this period, he is still moved out of Group Typing and allowed to continue in the course. Students who cannot reach 10 NWPM by this time are dropped from the course.

The intermediate typist track (Group II) of the BAAC Course is for students who can type more than 10 but less than 20 net words per minute. Students can be directly assigned to this track, or they can be advanced into it upon successful completion of the Group Typing portion of the course. While in this portion of the course, the student is assigned various typing exercises designed to increase his speed up to at least 20 NWPM. The student must reach this speed before becoming eligible for receipt of MOS 71B10.

To complete the requirement for MOS 71B10, the student must successfully pass an End-of-Course (EOC) examination covering eight of the nine programmed instruction (PI) texts.<sup>1</sup> There is a standard sequence for studying this instructional material. The student is free, within limits, to study each PI at his own rate. The student studies a PI until he feels prepared to take the criterion test, at which time he informs the instructor and is issued the test. After completing the test, he returns the answer sheets to the instructor.

When possible, the instructor immediately grades the criterion test and reviews the results with the student. If the student made only a few minor errors on the test material, he may be retested on the spot by the instructor. That is, the instructor may query the student as to why he made the test errors. If the student shows an understanding of his error and has learned what the correct response should have been, the instructor has the option of passing him for that criterion test. If the student's test results indicate that he has not learned or has misinterpreted the instructional material, he is asked to resudy the programmed text and then to take the criterion test a second time.

Some skilled students are able to type at or beyond 20 NWPM at entry into the course, and are assigned to an accelerated track (Group I). Practically all of their course time is devoted to study of the programmed text material. They practice typing on occasion to maintain their speed and accuracy.

Within a few weeks, most students have increased their typing speed to 20 or more NWPM and have successfully passed the criterion test for all course PIs. At Fort Jackson, each student is individually sent to an End-of-Course Test Committee, a special group of instructors who administer an End-of-Course typing test to the student. At Fort Ord the typing tests are administered by a Typing Committee, not the End-of-Course Test Committee. At both installations, the student takes an End-of-Course test covering the programmed text material. This test consists of a number of questions related to the

<sup>1</sup> One course (PI 32) has no EOC test.

eight programmed texts studied in the course. Upon completion of this test, an EOC testing instructor scores the examination and reports the scores to the student and to the appropriate instructional cadre.

If the student has successfully passed all portions of the EOC test, he is recommended for graduation from the course. If the student fails one or more portions of the End-of-Course test, he returns to the classroom setting for special remedial instruction on those portions of the test which he failed. Essentially, the student restudies the programmed text material related to the failed portions; the various local procedures for conducting this remedial training will be discussed later.

Because of the self-paced, variable-length feature of the BAAC course, certain students, particularly those who are skilled typists at entry into the course, may complete the course in only a few days. To receive MOS 71B10, these students must pass the criterion and End-of-Course tests associated with each of the programmed texts developed for the 71B10 course.

Some students have an enlisted commitment for MOS 71B20. To obtain this MOS, four advanced instructional units must be studied and an EOC test covering their contents must be passed; in addition, the student must type at least 30 NWPM on an EOC typing test. Those students who cannot meet these criteria are usually graduated with MOS 71B10.

#### STUDENT INPUT

At both Fort Ord and Fort Jackson, a new BAAC course begins each week, for a total of 50 weeks during each fiscal year. The size of the classes varies quite widely. Currently the typical class contains over 100 students; a class having fewer students occurs on occasion.

Supposedly, the students selected for the BAAC course have somewhat above average capabilities, as evidenced by their scores on the Army Classification Battery and the Armed Forces Qualification Test. Until recently, a CL (Clerical Aptitude) score of 100 was an entry prerequisite, and most students were high school graduates.

As part of a recent re-examination of all MOS course prerequisites, the BAAC course entry requirements have been changed. Officially the minimum CL score has been reduced to 90. Also, the Schools are more lenient about letting persons who are not high school graduates enter the course. Being a high school graduate never has been an entry requirement for the 71B10 course; however, in the past an attempt was made to fill the course with a high proportion of high school graduates. This is no longer possible to accomplish.

Many of the detailed instructional and administrative procedures associated with the BAAC course, as well as their local variations at Forts Ord and Jackson, will be discussed in the results section of this report.

## ANALYSIS OF THE 71B10/20 COURSE TRAINING ENVIRONMENT

### METHODOLOGY

Most of the data for this study were obtained through the administration of a rather extensive questionnaire plus the conduct of structured interviews with samples of students, instructors, and administrative personnel. This report presents findings obtained from the administration of questionnaires to and the interviewing of instructors and administrative personnel. The companion report will discuss the data obtained from students who were in their third week of training in the BAAC course.

A detailed Instructor Questionnaire was administered at both installations. Of the 31 and 15 instructors, respectively, who completed this questionnaire, eight and ten instructors from Forts Ord and Jackson, respectively, then were interviewed in depth. Selected questions from the Instructor Questionnaire were explored in detail during this interview to ascertain more clearly why the instructors responded as they did.

At both Forts Ord and Jackson, the students are assigned to a Training Company. The drill sergeant and the officers who manage such companies are responsible for the non-course hour activities of the student body. A specially devised structured interview was used to obtain information from a sample of permanent party personnel assigned to the BAAC Training Companies.

Upon graduation from the BAAC course, the graduate typically is given an on-the-job training (OJT) assignment, known as "applicatory training," until he receives his orders to clear post and report to his next duty assignment. During this period at Fort Jackson, the student is assigned to a Casual Company; essentially, this is a housing company responsible for filling OJT requests submitted by various organizations located on post. At Fort Ord, there is no Casual Company as such, and the graduate remains under the jurisdiction of his assigned Training Company.

At both Forts Ord and Jackson, each Training Company is part of a Training Battalion which in turn is part of a Training Brigade. The administrative personnel of these Battalions/Brigades seldom are in direct contact with the students. However, they are responsible for the overall activities of the school and have a somewhat different perspective than instructors and Training Company personnel, especially with respect to disciplinary problems. Therefore, at both installations, a structured interview was administered to selected administrative personnel from those Training Battalions/Brigades which support the BAAC course.

### QUESTIONNAIRE RESPONDENTS AND INTERVIEWEES

This report section describes the various groups of study respondents and the methods of rating responses for each group. Appendices A-D consist of questions from the various types of questionnaires and summaries of the responses. Those interested in the detailed findings of this study will find these summary paragraphs of particular interest.

#### Instructor Questionnaire

The Instructor Questionnaire was divided into six sections. Section A contained bibliographical questions, and the remaining sections contained questions which addressed a particular area of the BAAC course.

Section A. Biographical Information

Section B. Group Typing

Section C. Self-Paced Typing and Programmed Texts

Section D. Student Incentives and Counter-Incentives

Section E. Instructor Training and Incentives

Section F. Course Improvement Suggestions

The Instructor Questionnaire contained 76 questions; 45 were presented in a way that required the respondent to indicate his response on a nine-point rating scale. Definitions were provided for five scale points. The respondent circled the scale point that corresponded most closely to his opinion or feeling concerning the question. An illustration of one such question follows.

Do you think that the typing portion of this course is too easy, too difficult, or about right?

1	2	3	4	5	6	7	8	9
—	—	—	—	—	—	—	—	—

Completely  
too difficult      Much too  
difficult      Just about  
right      Much too  
easy      Completely  
too easy

The findings for those questions answered by using a nine-point rating scale are summarized in Appendix A-1. This table contains a list of the questions asked, the average scale ratings obtained for instructors at Forts Ord and Jackson, the combined average scale rating for both groups of instructors, and an indication of the significance of any difference between the ratings obtained from Forts Ord and Jackson. In Appendix A-1, those descriptors with a scale value of 9, where appropriate, are underlined. All other questions have anchor descriptors of "No" and "Yes". As indicated, the "Yes" responses have a scale value of 9. For all other questions, the response and its value are indicated in parentheses.

While reviewing Appendix A-1, the reader should bear in mind that on a nine-point rating scale most respondents will select a value of 4, 5, or 6. For a group of respondents, conditions have to be quite extreme (very favorable or unfavorable) before the average group rating will deviate more than 1 point from the central value of 5. A significant difference is reported only when the difference is significant at or greater than the .05 probability level. Nonsignificant differences are indicated by a dash (-).

It is worth noting at this time that there were very few significant differences in the way instructors at Forts Ord and Jackson responded to the questionnaire.

The Instructor Questionnaire contained a number of questions to which the respondent answered by checking "Yes" or "No". Appendix A-2 contains some of these questions. For each question listed, the percentage of "yes" responses obtained for each group of respondents is shown. Also, the combined response data for both groups are shown in the "Both" column of Appendix A-2.

There were no significant differences between the responses obtained from Fort Ord and Fort Jackson instructors. However, with reference to Section E, Question 1 of the questionnaire, 53% of the BAAC instructors at Fort Jackson attended an MOI (Methods of Instruction) course, while at Fort Ord only 29% of the BAAC instructors reported attending such a course. This finding does not affect the results of this study because an MOI course covers the techniques of platform instruction; it contains little, if any, information on how to act as an instructor in a self-paced, variable-length course.

#### Instructor Interviews

The Instructor Questionnaire contained open-ended questions which required the respondent to describe, comment on, or suggest improvements to some portion or aspect of the BAAC course.

A typical question is shown:

Do students seem to have much trouble with the PI (Programmed Instruction) portion of this course? Yes  No

If "yes", describe briefly some of the typical problems they have with the PIs.

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After the instructors had completed their questionnaire, a sample—8 and 10 from Forts Ord and Jackson, respectively—were interviewed during subsequent days. During each interview the respondent's questionnaire answers were examined in more detail. In particular, the open-ended questions were reviewed and additional comments were recorded.

The open-ended questions contained in the Instructor Questionnaire are presented in Appendix A-3 of this report. Comments and descriptions from participants have been summarized in paragraph form in Appendix A-4. These summary response paragraphs have been prepared for both Fort Ord and Fort Jackson instructors.

#### **Training Company Interview Schedule**

The students of each BAAC class are assigned to a particular Training Company. The Officers and Drill Sergeants of these companies are responsible for the non-training activities of the students. A specially developed structured interview was administered to seven and nine members of the Training Companies at Forts Ord and Jackson respectively. Appendix B-1 contains a list of the questions in this questionnaire, paragraphs summarizing the responses to each question for each group of respondents can be found in Appendix B-2.

#### **Casual Company Interview Schedule**

Upon graduation, ex-BAAC students at Fort Jackson are assigned to a Casual Company. Here they are provided housing and are given "applicatory training" (OJT) assignments throughout the post. This continues until they clear post for their next duty assignment. A slightly modified version of the Training Company Interview Questionnaire was administered to four members of a Fort Jackson Casual Company. Appendix C-1 contains a list of the questions to which these persons responded; paragraphs summarizing their responses are presented in Appendix C-2.

#### **Battalion/Brigade Interview Schedule**

A short, specially developed interview schedule was used to obtain information from a sample of officers and senior NCOs familiar with the overall administration of the BAAC course at Forts Ord and Jackson. This questionnaire, the contents of which are shown in Appendix D-1, was used primarily to obtain information about disciplinary problems. Appendix D-2 contains summary paragraphs describing the information obtained through the use of this questionnaire.

### **DISCUSSION OF STUDY FINDINGS**

The BAAC courses at both Forts Ord and Jackson are operationally effective. They turn out large numbers of graduates who seem to be reasonably well prepared. The instructors and administrative personnel interviewed during this project made many favorable comments about the course. As will be shown in a later report, the

students—and even many of the course dropouts—reported favorably on the course. However, there are several aspects of the course which need improvement.

The methodology of this study was such that most obtained comments were destined to be complaints. Because of this approach, the ensuing overview of the complaints and suggestions voiced by those interviewed may appear to be overly critical of the BAAC course. This definitely is not the point of view taken. The course is acceptable as it is; it can be improved.

This report concentrates on the deficiencies of the BAAC course. Actions taken to correct these deficiencies might lead to a perceptual increase in the morale of course instructors. However, even if such actions were taken, given the nature of the course and the wide range in student caliber, drop-out and recycle rates still might remain high relative to other AIT courses.

The official student dropout rate for the BAAC is approximately 14%, which is higher than the recommended standard of 10%. As will be discussed in the second report, the typing requirements of the course are such that those students who cannot type at entry have only about a 50% chance of successfully completing the course. The more non-typists allowed to enter the course, the higher will be the dropout rate.

Some persons have suggested that a high incidence of disciplinary problems is associated with self-paced courses of instruction. To anticipate a finding discussed later in this report, there appear to be no unusual amount or types of disciplinary problems associated with the 71B10/20 course compared with other AIT courses.

The above material is based on information contained in Appendix A-1 of this report and in the summary paragraphs of Appendices A-D. These summary paragraphs contain a wealth of information, only part of which will be reviewed in this section. Those readers closely associated with the BAAC course will want to study carefully all of the summary paragraphs in the aforementioned appendices.

### **General Course Characteristics**

The general characteristics of the BAAC course have been described previously in this report, where it was noted that a number of local variations exist. The most important of these variations exists at Fort Ord.

At Fort Ord the EOC testing has been split into two sessions. There is an EOC test covering the first four PIs and an EOC test covering the second set of four PIs. The students who are about to take the EOC test review, with a senior instructor, the main instructional points for those PIs to be covered in the test. This four-hour review has led to a marked decrease in the EOC test failure rate (at one time, around 80%). These procedures seem reasonable. The student is tested on material that he has recently studied, and he has an opportunity to review and ask questions before being tested.

The BAAC course is student self-paced. However, in practice, considerable pressure is placed on the student to move through the course at a reasonable rate. There are unofficial benchmarks describing where a student should be in the course after any particular length of study. Responses from instructors and Training Company personnel at both Forts Ord and Jackson suggest that many students feel they are pushed through the course, particularly the typing portion, at too rapid a rate.

### **Classroom Facilities and Environment**

The training facilities at both Fort Ord and Fort Jackson are acceptable. However, at both posts the number of students per classroom seems to be too large for effective teaching. In the beginning weeks of each class, there may be up to 40 students per classroom. This makes for a noisy training environment. In addition, with classes of this size it is difficult for the instructors to effectively provide individual assistance to those who need it.

Every military training installation seems to have its own characteristic atmosphere. The training atmosphere at Forts Ord and Jackson, at least around the BAAC school area, seems much more regimented than that experienced at AIT schools located at installations such as Fort Lee, Fort Belvoir, and Aberdeen Proving Grounds. It seems likely that the essential difference is that Basic Combat Training (BCT) is conducted at Forts Ord and Jackson, but not at the other aforementioned installations.

During Basic Combat Training, one basic goal is to instill into the new soldier Army work and discipline ethics. BCT occurs in a rather rigid, no-nonsense military environment. We suspect that the general atmosphere created by BCT pervades the AIT courses co-conducted at the same installation. If this perception is valid, school-based AIT should be conducted at posts other than those which have BCT.

BAAC instructors are constantly involved with administrative details and do not have enough time to provide individual attention to slow students. BAAC instructors are concerned with maintaining classroom control, with maintaining the training records for each student, and so on. They feel that they should have more help, more assistant instructors assigned to work with them.

In the BAAC course students are required to study on their own. Thus, based on Contractor observations and student reports, it appears that considerable emphasis is placed on keeping the classroom quiet and orderly so that those who wish to study can do so. This conflicts somewhat with the tutorial procedures presumably followed in the course. Students are supposed to ask for and receive instructor assistance when they feel in need of it. In most cases this means that the student must come to the front of the class, confront an instructor who is busy keeping records or scoring a criterion test, and hope to get his attention for a few moments in order to clarify a point in a PI. Apparently most students soon give up these attempts.

The above description does not mean that the student never receives help from the instructor. Rather, it means that help (or threats of being dropped from the course) are received after the student has been having difficulty for some time. After a student has studied the same PI for a number of hours or after a student has failed a criterion test, the instructor becomes aware that an academic problem exists. Then the process of academic counseling begins, and the instructor is forced to try to provide some assistance to the student.

General disciplinary problems will be discussed later in this report. However, no serious disciplinary problems in the classroom were reported. Of the 46 instructors interviewed for the study, 14 thought classroom discipline to be too strict, while 8 judged it to be too lax. Also, 13 judged the BAAC course to have a somewhat higher than average number of disciplinary problems; 11 instructors judged disciplinary problems to be lower than that for other AIT courses.

Sleeping and talking in the classroom were the most frequently reported problems. Mentioned also was the failure of some students to show any interest in learning the course material.

#### **Post Facilities and Environment**

During this study, information was obtained on life in the barracks, recreational facilities, and so on. No surprising information was revealed—just the expected types of complaints.

When young persons not familiar with military life enter the service, a certain amount of cultural shock is bound to be experienced. They may not be accustomed to living by a strict schedule, doing as they are told to do, or keeping themselves and their living areas clean and tidy. Members of the Training Companies reported that these and similar topics were the subject of most student complaints. Based on observations by

HumRRO personnel, and upon interviews with members of the Training Companies, the following points can be reported:

- (1) From the standpoint of military life, there is nothing unusual about the living conditions of BAAC students at Forts Ord or Jackson. Some students do complain about the age of the barracks.
- (2) Recreational facilities are available at both posts, but are sometimes located in areas quite a distance from the BAAC student living area. Some students complain about this.
- (3) Students at both Forts Ord and Jackson are on innumerable duty rosters and often complain about this. According to HumRRO calculations, while attending the 71B10 course the average student loses 13.4 and 8.7 hours of classroom time, respectively, at Fort Ord and Fort Jackson. Most of this time is lost due to assignment to duties and details. Compensatory time is given students for night duty. However, some students choose to return to class the following day, and sometimes fall asleep in the classroom.

#### **Group and Self-Paced Typing Procedures**

As a group, the instructors did not overly condemn or praise the typing portion of the BAAC course. They reported that the typing material was fairly easy to master, but that it was somewhat dull and boring. There was no agreement as to whether the typing portion of the course should be lengthened or shortened.

The instructors complained about the typewriters used in the BAAC course. At Fort Ord, the TV tapes provide instruction on how to operate a Remington typewriter; however, Olivetti typewriters are used in the classroom. The typewriters get very heavy and rough use and, not surprisingly, many of them are in a poor state of repair. If possible, a more rugged version of typewriter should be used in the BAAC course. (It was reported that new typewriters are on order at both installations.) The problem of how to update instructional material is serious, and will be discussed in the final report.

As described previously in this report, Group Typing at Fort Ord is taught by TV tape; at Fort Jackson, it is taught by civilian instructors. At both schools Army instructors monitor activities during Group Typing; they are completely in charge of typing activities in the self-paced portion of the course.

When a student evidences typing difficulty, the instructor tries to identify the problems and then shows the student the correct procedures and assigns appropriate typing exercises. After observing a typing class, one gets the impression that there isn't much an instructor can do specifically to help a poor typist. The instructor can provide motivational support, review correct typing procedures, and assign appropriate practice exercises. The rest is up to the student.

Most instructors reported that students do have trouble with the typing portion of the BAAC course. A student who enters the course with a complete lack of typing skill is very apt to have difficulty meeting the course typing requirements.

Suggestions for improving the typing portion of the course were not notable. However, many respondents thought that the typing material should be updated and made more interesting.<sup>2</sup>

<sup>2</sup> Those readers interested in more information about the typing portion of the BAAC course should review the comments provided in response to the following items contained in the Instructor Questionnaire (see Appendix A-4).

- Section B. Questions 7 and 8
- Section C. Questions 18 and 22
- Section F. Questions 1 and 3.

### **Programmed Text Material**

The instructors were favorably disposed toward self-paced instruction and the use of programmed instructional texts. They did, however, express numerous complaints about particular PIs and the exclusive use of PIs as opposed to the use of a mixture of PIs and platform instruction.

As perceived by the instructors, the PI material is reasonably interesting and not too difficult for the majority of students. However, they did point out that a fairly large minority of students do have difficulty using PI material because of reading problems.

About half the instructors felt that the course was too easy. The remainder, possibly with the slow learners in mind, judged the course to be too difficult.

The instructors were unanimous in complaining about the difficulty of keeping the PIs up-to-date in view of the changes which constantly occur to Army Regulations. Some instructors said they are reluctant to use certain PIs because they commonly are out of date; they did not wish to teach students to perform in accordance with obsolete instructions. These complaints would appear to be based on a problem serious and important enough to merit further investigation by the interested parties. This problem will be discussed further in the Final Report for this study.

Another problem mentioned was that fairly often the BAAC School has an inadequate quantity of PI texts. Through normal wear and tear, these texts deteriorate rather rapidly. Thus, there is need for procedures for constantly replacing them.

Associated with each PI is a criterion test. The instructors judged these tests to be highly related to their associated PI. About half the respondents judged these tests to be too easy. Some instructors suggested that the EOC tests should cover more of the material contained in the PIs.

The major suggestion for improving the PI material was to devise a procedure for keeping it updated in view of the frequent changes that occur in Army Regulations and Pamphlets.<sup>3</sup>

### **Programmed vs. Platform Instruction**

Most instructors, with reservations, expressed a favorable opinion toward the use of programmed texts and self-paced courses. However, many were positive in their beliefs that a certain amount of platform instruction is necessary in the BAAC course.

It was reported that most beginning students knew nothing about how to use programmed texts or how to study in a self-paced environment. Also, few know anything about Army Regulations and the other publications used during the BAAC course. Many instructors recommended, therefore, that the BAAC course be introduced by a period of platform instruction. This instruction would review the course, the nature of the course materials, types of related Army publications, and so on.

Many instructors thought that certain of the PIs were especially difficult and therefore should be introduced by platform instruction. The most frequently mentioned PIs were: PI-11, Military Correspondence; PI-17, DA Publication; and PI-23, Second Half of the Morning Report.

Various instructors mentioned the need for a review period prior to sending a student to take the EOC test. At Fort Ord this practice is followed. The EOC test is conducted in two parts, one at the middle of the course and the other at the end of the

<sup>3</sup>For more information relating to the BAAC programmed instructional material, the reader is referred (see Appendix A-4) to summaries of the comments provided to the following questions on the Instructor Questionnaire.

Section C. Questions 17 and 19  
Section F. Questions 2 and 4

course. Before taking each part, those students ready for the test hold a review session with a senior instructor. Apparently this practice has greatly decreased the number of students who initially fail the EOC test.

As discussed in the next section of this report, the BAAC instructors seem unsure of their classroom role. Their belief that a certain amount of platform instruction would be helpful seems to be related to this feeling of uncertainty.

Most persons view the job of instructing as one of giving lectures. In addition to acting as an expert on a topic, a lecturer has reasonable control over his audience. For a variety of reasons, therefore, platform instruction suits the military training environment. Also, some instructors were aware of a standard Army policy which in effect says that an instructor is required to present platform instruction for no more than 20 hours a week. The remainder of his duty hours are for preparing and updating lecture material. Contrast this with the plight of an instructor in a self-paced, PI-supported course, where he must be in the classroom seven or eight hours each day.<sup>4</sup>

#### **The Instructor as a Tutor and as a Keeper of Records**

One of the key findings of this study was that the instructors were quite uncertain about their proper classroom role.

Most BAAC instructors become mired in classroom administrative activities. They feel they should have more time to work individually with students. Yet, they admit that students are reluctant to seek help from them, and that slow students would rather work with their peers or with Assistant Instructors, persons who are recent course graduates.

Instructors new to the BAAC course are shown how to maintain course records and to administer the course. However, they are not taught how to act as teachers. They are told that they should help students when requested to do so—to show them how to type, to ask them what troubles they are having with a PI. However, this type of instructor training is not carried on in a formal fashion. Indeed, many instructors said they had never received any of this type of instructor training.

Most instructors reported that they do provide tutorial assistance to students who need help. When a student is having typing difficulties, the instructor reviews correct typing procedures with him and assigns additional typing exercises. When a student requests help on a PI, the instructor tries to identify his problem, may define certain terms for him, and may make up additional practical exercises for him to solve. When a student fails a criterion test, the instructor reviews errors with the student, questions him about certain errors, and directs him to study all or portions of the associated PI material.

There is reason to believe that the students of the BAAC course do not concur with the previous description of tutorial activity. Rather, what seems to occur is that the instructors pay little attention to most students until they have to do so. A student either fails a criterion test or spends an undue amount of study time on a particular PI. The instructor then must provide academic counseling and attempt to discover and correct the reasons for the student's lack of progress.

The instructors admitted that they often do not have time to provide individual assistance. For this reason they were in favor of using more Assistant Instructors. Also, they pointed out that a certain amount of peer instruction does go on.

At present, all classroom instructors spend considerable time posting training records. This is a useful activity from the standpoint of maintaining records which can be used to identify the strengths and weaknesses of the course. From the standpoint of

<sup>4</sup> For further information on this general topic the reader is referred to the summary comments for Questions 14, 17, 19, and 24 of Section C of the Instructor Questionnaire (see Appendix A-4).

keeping track of individual student performance, we suspect that the current record keeping procedures are inefficient. They seem designed more for student control than for describing student performance. For example, a record is carefully kept each day of when a student starts and ends a typing exercise, and when he starts and terminates study of a PI. The training record might show that he studied a particular PI for two hours one day and three hours the next day, took the criterion test for that PI during the PM of the third day, restudied the PI for four and one-half hours on the fourth day, and re-took and passed the criterion test on the fifth day. During each of these days the student engaged in various typing exercises. This is all duly noted on the training record.

We do know that this activity provides something for the instructor to do; also it provides a record in the event that someone wonders what a particular student was doing during a particular hour of a particular day. But what does it tell one about student progress? No more than a simplified record keeping system could provide more efficiently. It would, therefore, seem appropriate for those associated with the BAAC course to re-examine the classroom record keeping system with a view toward simplifying it to the greatest extent possible.

Both BAAC School and Training Battalion/Brigade personnel said that in their judgment the BAAC course was easy to administer. Some suggested this was in part because the instructors did not need to be experts in the course content. In point of fact, this is not the case. In a self-instructional course, especially one where the student input is quite heterogeneous, the instructional material may be adequate for the majority of students. However, a large minority of students always will need some assistance, either from their peers or from instructors. Also, a small percentage of students (5 to 20%) will require large amounts of assistance in the form of alternate sources of instructional material and/or alternate instructional media. In the BAAC self-instructional course, a competent instructor is the most practical alternate source of instructional information. In the BAAC course, the PIs and typing exercises are adequate for training most of the students most of the time. However, the course instructors must fill the breach when this instructional material fails.

A BAAC course instructor should have good tutorial skills. He should know the course material well enough so that he can explain it to a wide variety of individuals, most of whom already have found that they cannot understand the PI texts. According to the comments obtained during the instructor interviews, many of the instructors felt that they did not have the necessary tutorial skills to perform their job. Indeed, it appears that many instructors are unaware that they should possess these skills.

Most persons, including instructors, learn to do reasonably well whatever their job requires of them. The BAAC instructors are constantly in a position where they have to act as tutors. Eventually many of them learn tutorial skills, and perceive this as a primary—if not the only—reward one receives for being an instructor.

The authors of this report are of the opinion that an instructor in the current self-paced BAAC course should possess more highly developed instructional skills than an instructor who would present the course via platform instruction. Undoubtedly this opinion would not be unanimously shared by those associated with the development or administration of the course.<sup>5</sup>

#### **EOC Testing and Remedial Training**

Somewhat different procedures in EOC testing and remedial training are followed at Forts Ord and Jackson. At Fort Ord the EOC testing has been split into two sections,

<sup>5</sup> Additional information pertaining to the classroom role of BAAC instructors can be obtained from reading the summary comments for questions 15 and 17 through 25, Section C, of the Instructor Questionnaire (see Appendix A-4).

one covering the first PIs in the course and the second covering the later PIs. Before taking the EOC test the students, in small groups, review the contents of the PIs. These procedures seem to work well; School personnel reported that the EOC test failure rate has been reduced considerably.

At Fort Jackson there is one EOC test at the end of the course. There apparently is no formal review period prior to taking the test.

At Fort Ord the typing portion of the EOC test is administered by a typing committee. Essentially, this test is a continuation of the "timed writings" administered throughout the course. At Fort Jackson the EOC testing committee administers the typing test, a testing practice that obviously is more apt to lead to an impartial assessment of student typing ability and therefore provide a better estimate of the student's true capability.

Apparently there is considerable local leeway regarding what happens to a student after he fails a portion of the EOC test. The manner in which he receives remedial training apparently depends on the policy adopted by the particular instructor cadre to which he has been assigned. In some instances the student may return to the classroom for further study. In other instances he may be placed under the jurisdiction of a special group of remedial training instructors. This latter procedure would seem to be more appropriate; it gives a specific group of instructors full-time responsibility for the conduct of remedial training.

The instructors reported that they would like to have more information about what portions of the EOC test were failed by a student. Currently they are informed that a student has failed the test for a particular PI, but they are not told what particular test items he failed. Sometimes this information has been given to the student by the EOC testing instructors. In such instances the student can inform the instructor of what he needs to restudy. In the absence of this information, the instructor must ask the student to restudy the entire PI.

The preceding discussion is based primarily on responses obtained to Question 25, Section C of the Instructor Questionnaire (See Appendix A-4).

#### **Incentives and Counter-Incentives for Students**

Considerable information was obtained from instructor and training company personnel relative to the topic of student incentives, which is summarized as follows:

- (1) There is an honor student program wherein the first student to complete the course receives a promotion plus a suitable amount of recognition. Obviously only a few students ever are in contention for this honor. Also, the first 15 to 20% of the students of each class to finish the course become eligible for promotion.
- (2) Three-day passes, accelerated promotions, and assignment as an Assistant Instructor were frequently mentioned rewards.
- (3) A substantial minority of respondents said that the student received no rewards.
- (4) There are some major conflicts associated with the system for rewarding students. Essentially the problem is one of who has final control over student rewards, School training personnel or Training Company personnel.

At present the School may recommend a three day pass for rapid progress through the course. However, the Training Company need not allow this pass to be taken. If the student is not subject to duty that weekend, and has passed recent barracks and personal inspections, and has shown aable evidence of proper military attitudes and performance of duties, then he will be allowed to take his three-day pass, but at a time designated by the Training Company. In short, the school can recommend, but the Training Company must concur.

At Fort Jackson an informal arrangement has been made with one Training Company so that as soon as a student has earned a pass for academic accomplishment, his Training Company will allow him to use that pass. This program has been in operation for only a few months; it appears to be working well.

Officially the top 20 percent of each BAAC class becomes eligible for promotion. Apparently, in the past, few students have received such a promotion. It was reported at Fort Ord that these promotions can occur only after all members of a particular class have graduated. As a result of this, many students in the top 20% of each class cleared post long before the remainder of their classmates graduated from the course.

At the time of writing, a new promotion policy is being field-tested at Fort Ord. Based on the performance of previous classes, an attempt is being made to identify, for each new class, those students who probably will graduate much earlier than their classmates. Some of these persons may be identified as being eligible for promotion. However, promotion is based on performance on the EOC tests and not upon the speed with which the students complete the course. For example, one student may finish in five or six weeks in the top 20%; another student may finish in three or four weeks but not attain an academic score qualifying him for promotion.

The majority of instructors at Forts Ord and Jackson were in favor of using rewards rather than punishments and threats to motivate students. Also, they were quite strongly of the opinion that the students had been adequately informed about the rewards and punishments which would be used during the course.

Some instructors at Fort Jackson believed that the student is penalized for finishing the course early. This comment was based on the instructors' observation that the course graduate is assigned a variety of duties and details until he clears post.

Additional information about the use of rewards and punishments is contained in the summary comments located in the Appendices. The reader might wish to refer to comments for the following:

Instructor Questionnaire: Section D, Questions 1, 2, and 10 (Appendix A-4).

Training Company Questionnaire: Question 7d (Appendix B-2).

#### **Incentives and Counter-Incentives for Instructors**

The instructors were quite vocal about their dissatisfaction and dismay with the procedures for rewarding instructors. Generally speaking, they felt that they were ignored and that, aside from personal satisfaction, there was no incentive system for instructors. They were referring to the absence of programs and practices such as "instructor of the month," 3-day pass for instructor of the week, letters of commendation, articles about BAAC instructors in the post newspaper, and so on. The comments pertaining to this topic are contained in the summary paragraphs to the Instructor Questionnaire, Section E, Questions 9, 10, 11, 16, and 17 (See Appendix A-4).

Apparently many instructors have become disillusioned with their roles as instructors. Many reasons might be advanced for this view. Since the course is self-paced, it does not have an obvious instructor role. Our belief—that such a course requires a special type of instructor, one with well-developed tutorial skills—does not square with the typical instructor's view that an instructor presents lectures and demonstrations. Another factor is the common attitude that a self-instructional course does not need competent instructors. Obviously, in such an environment, the instructor has difficulty maintaining a suitable self-image.

The job of an instructor in any course is to instruct in whatever manner is prescribed for that course. Why then should he receive special rewards for doing his job well? The question is a good one and was raised by some respondents in this study. There is ample evidence, however, that employees do respond favorably to recognition,

praise, and various rewards, even minor ones. It would seem appropriate for BAAC School administrative personnel at both Forts Ord and Jackson to institute practices which, even though not elaborate, would demonstrate that they are aware of and do appreciate exceptional performance on the part of instructors.

It would seem most meaningful to develop a system whereby an instructor would be rewarded in some fashion for getting students through the course as rapidly as possible. Such a scheme would have to take into account the caliber of each incoming student. Preferably, the scheme would be biased toward rewarding those instructors who can satisfactorily train students whose initial academic prognosis is poor.

## ANALYSIS OF DISCIPLINARY PROBLEMS ASSOCIATED WITH THE 71B10/20 COURSE

### METHODOLOGY

The Basic Army Administrative Course (BAAC), because it is self-paced and of variable length, seems to offer the opportunity for students to get into more disciplinary difficulty than does a course that relies on platform instruction and has a fixed length. What follows is a presentation and discussion of certain data relating to this hypothesis.

#### Comparison of 71B10/20 vs. 76A10 Courses

At both Fort Ord and Fort Jackson a number of AIT courses are presented, but none is directly comparable to the BAAC course. However, the course material and student input requirements for the Basic Supply course, the course leading to MOS 76A10, suggests that this course is somewhat comparable to the 71B10/20 course.

Each year approximately 50 classes of students enter each of the 71B10/20 and 76A10 courses at Forts Ord and Jackson. The 76A10 classes tend to be 50% smaller than the 71B10/20 classes. The 76A10 course has a fixed-length of seven weeks; course material is presented primarily by platform instruction.

At Fort Jackson official disciplinary records were obtained for ten 71B10/20 classes, classes 73-40 through 73-49. These records covered a total of 817 students, 689 males and 128 females. Comparable data were obtained for ten 76A10 classes conducted during the identical time period. The records for these classes covered a total of 357 students, five of whom were WACs.

At Fort Ord, disciplinary records were obtained for 13 classes of 71B10/20 students, classes 73-43 through 74-06. These records covered a total of 1,074 students, 164 of whom were WACs. Comparable data could be obtained for 12 classes of 76A10 students, covering classes 73-42 through 74-06. (Classes 73-48, 73-50, and 74-04 were not conducted at Fort Ord.) The 76A10 class data covered a total of 408 students, four of whom were WACs.

The disciplinary data collected covered the following actions:

- Article 15—fines and confinement to post
- Courts-Martial
- Chapter 10—action taken in lieu of a Court-Martial
- DFR—dropped from the roster, usually for desertion
- Arrest/Confinement.

In addition to obtaining information on official disciplinary actions, an attempt was made to collect information that could be used to judge how much academic training time was lost by the typical student as a result of being AWOL, being under arrest and confinement, and reporting to the clinic or hospital. The latter item was included because it was thought that an unusual amount of time spent at the clinic or hospital might be a sign of malingering.

The above information had to be extracted from class attendance records. Unfortunately such records were not always available, and when they were, they were sometimes incomplete. Therefore, certain entire classes had to be deleted from the analysis of time lost due to various reasons. This had no apparent effect on the findings for this portion of the study.

#### Structured Interviews

Three different interview schedules were used to collect information on disciplinary problems. The schedule used to interview Training Company personnel (see Appendix B)

contained three questions pertaining to disciplinary problems. The schedule used to interview Casual Company personnel at Fort Jackson (see Appendix C) contained the same questions. Questions 1-4 of the Battalion/Brigade Administrative Personnel Questionnaire (see Appendix D) pertained to disciplinary problems. Comments on these questions have been summarized and are contained in the aforementioned appendices.

## STUDY FINDINGS

Tables 1 and 2 present the disciplinary data developed during this study. Certain persons represented in these tables were involved in more than one disciplinary action. Such persons were listed only once, under the most serious action. For example, a person

Table 1  
Summary of Disciplinary Data Collected at Fort Ord

Type of Action	71B10/20 Course		76A10 Course	
	Males (N=910)	WACs (N=164)	Males (N=404)	WACs (N=0)
Article 15	63	5	33	---
Chapter 10	1	---	---	---
Court-Martial	1	---	2	---
Arrest/Confinement	---	---	---	---
DFR	2	---	1	---
Totals	67	5	36	---
Percent of Students Involved	7.4	3.0	8.9	0

Table 2  
Summary of Disciplinary Data Collected at Fort Jackson

Type of Action	71B10/20 Course		76A10 Course	
	Males (N=689)	WACs (N=128)	Males (N=352)	WACs (N=5)
Article 15	89	2	37	---
Chapter 10	3	---	1	---
Court Martial	7	---	3	---
Arrest/Confinement	1	---	---	---
DFR	10	---	10	---
Totals	110	2	51	---
Percent of Students Involved	16.0	1.6	14.5	0

who received two Article 15s followed by a Court-Martial would be recorded once in the Court-Martial column. The data contained in Tables 1 and 2 are summarized as follows:

- (1) At both Forts Ord and Jackson, a significantly higher proportion of males than females had official disciplinary action taken against them.
- (2) At Fort Jackson, 16% (110 students) of male 71B10/20 course students were involved in one or more disciplinary actions, as compared with 14.5% (51 students) of male 76A10 course students.
- (3) At Fort Ord, 7.4% (67 students) of male 71B10/20 course students were involved in one or more disciplinary actions, as compared with 8.9% (36 students) of male 76A10 course students.
- (4) For the combined Fort Jackson data, 161 out of 1,041 male students were involved in disciplinary actions, as compared with 103 out of 1,314 male students for the combined Fort Ord data. Based on a Chi-square analysis of the difference between two proportions, this difference is statistically significant at the .01 probability level (the obtained Chi-square was 19.75).

In this portion of the study an attempt was made to compare the attendance records of a sample of 250 students from each of the 76A10 and 71B10/20 courses conducted at Forts Ord and Jackson. Because of missing data this comparison was not precise, but enough data could be obtained to indicate the magnitude of the academic time losses associated with each type of course at each installation.

Table 3 contains the findings for the analysis of academic time lost due to disciplinary and other reasons. The BAAC students on the average lost 16.2 hours (Fort Ord) or 9.5 hours (Fort Jackson) while attending the 71B10 course. Students attending the 76A10 course lost an average of 19.0 hours (Fort Ord) or 20.5 hours (Fort Jackson). The analysis shows that for both courses the bulk of lost academic time was due to assigned duties and details. There is nothing about the hours lost because of visits to the dispensary/hospital which would lead one to suspect that the students of one course were

Table 3  
Comparison of Average Academic Time Losses Per Student in the  
71B10 and 76A10 Courses Conducted at Forts Ord and Jackson<sup>a</sup>

Reason for Loss (hours)	71B10 Course		76A10 Course	
	Fort Ord	Fort Jackson	Fort Ord	Fort Jackson
AWOL	.5	.3	.8	2.2
Dispensary/Hospital	1.5	.4	3.1	2.6
On Leave/Pass	1.9	1.6	.5	1
Other	12.3	7.2	14.6	15.0
Average Time Lost, all reasons (hours)	16.2	9.5	19.0	20.5
Average Total Time to Complete Course (hours)	120.7	109.1	260.0	260.0
Average Academic Time to Complete Course (hours)	104.5	99.6	241.0	239.7
Percent Time Lost, all reasons	13.4	8.7	7.3	7.8

<sup>a</sup>Male and female time losses have been combined.

more prone to malingering than those from the other course. The 71B10 students at Fort Ord were involved in a number of parade details. This could account for the finding that, for the 71B10 course, more academic time was lost at Fort Ord than at Fort Jackson.

### DISCUSSION OF STUDY FINDINGS

During the spring and summer of 1973, 177 of 1,599 (11%) of the BAAC students were involved in disciplinary actions, while 87 of 756 (11.5%) of 76A10 male students were similarly involved.

The interviews with the Training Company and Battalion/Brigade administrative personnel substantiated the above findings. Neither set of respondents reported an undue number of disciplinary problems. In fact, many expressed surprise that the issue even was being raised.

The interviewees were specifically asked about disciplinary problems that might arise after a person has graduated from the BAAC course, but before he has cleared post. Their comments indicated that minor disciplinary problems do occur during this period but are seldom serious enough to warrant official action.

The respondents did report that BAAC graduates who are assigned to applicatory training do have the opportunity of not reporting to their assignment. This happens because procedures for assuring that they do report to their assigned duty station are rather informal, and some graduates take advantage of this situation. However, the respondents did not seem to consider this a serious problem.

The key to preventing the occurrence of minor disciplinary problems is to develop procedures which allow the graduate to clear post soon after graduation. Apparently this has been done. Currently it takes only a few days to accomplish this. Some months ago this time period apparently was much longer.

Table 4 contains some interesting information on disciplinary problems. Not surprisingly, those persons awaiting discharge are prone to get into trouble. As part of the Army's Quantitative Manpower Program, enlisted personnel can be dropped from the service at any point during their first three months of service. This occurs when it can be substantiated that a person cannot adapt or is not suited to Army life. The comments summarized in Table 4 suggest that a QMP discharge—indeed, all discharges—should be executed with dispatch.

A comparison of disciplinary actions taken against males at Forts Ord and Jackson revealed that at Fort Jackson a significantly larger percentage of AIT students have disciplinary actions taken against them (15.5 vs. 7.8%). At Fort Jackson 161 of 1,041 males were involved in disciplinary action (see Table 3); at Fort Ord 108 of 1,478 males were similarly involved (see Table 4). The information collected during this study could not be used to account for this apparent difference.

In conclusion, while, in terms of absolute numbers, there were many more disciplinary actions associated with the BAAC course, this finding must be interpreted in terms of the large number of students who attend that course each year. From a percentage standpoint, the incidence of disciplinary actions against BAAC students was not significantly different from that for 76A10 students.

Table 4

**Summary of Replies to Question Concerning Disciplinary Problems  
Associated With Persons Dropped From the BAAC Course**

**The Question**

After persons have been dropped from the 71B10/20 course do you notice any increased tendency for them to become disciplinary problems?

**Fort Ord Replies**

Academic drops clear post rather rapidly; usually they are reclassified and sent to another AIT course at another post. It may take non-academic drops two or more weeks to clear post. Those students who have been dropped and are awaiting discharge may stay around post for two months or more. The longer persons remain around post, the more apt they are to get into trouble.

Persons who have been dropped from the course do tend to become disciplinary problems. Of course, some were dropped because of a disciplinary problem.

**Fort Jackson Replies**

Ex students awaiting transfer to another school and/or another post seldom get into trouble. However, those students awaiting discharge may become disciplinary problems—indeed, that may be why they are being discharged. If a student stays around post too long, he is apt to get into trouble.

**Appendix A**

**QUESTIONS AND SUMMARY OF RESPONSES --  
INSTRUCTOR QUESTIONNAIRE**

**Appendix A-1**  
**Summary of Questions With Scaled Responses in the**  
**Instructor Questionnaire**

The Question	Average Scale Value <sup>1</sup>			Significance of Difference (t-test) Ord vs. Jackson
	Fort Ord	Fort Jackson	Both	

**Section B. Group Typing**

1. Do you think that the use of audio/TV tapes is a good way to teach typing? (Yes=9)	6.3	4.6	5.7	.06
2. Do you think that the group typing practice sessions are too long, <u>too short</u> , or about right in length?	5.7	5.4	5.7	.....
3. How well do you think the audio/TV tapes inform the student about correct typing procedures? (Very well=9)	5.8	5.0	5.6	.....
4. Do you think the students could easily understand the typing instructions presented to them on the audio/TV tapes? (Yes=9)	6.7	5.2	6.2	.15
5. From what you have seen and heard, do you think that the students find the group typing portion of this course to be very dull and boring, <u>very interesting</u> , or what?	4.7	5.0	4.7	.....
6. Do you think that the amount of practice allowed during class hours for group typing is too much, <u>too little</u> , or about right?	3.8	4.9	4.2	.....

**Section C. Self-Paced Typing and Programmed Texts**

1. During the practice typing sessions how closely do you check the students to see if they seem to be using correct typing techniques? (All of the time=9)	6.6	6.1	6.4	.....
2. Do you think that the typing portion of this course is <u>too easy</u> , too difficult, or about right.	5.8	4.8	5.4	.....
3. Do you think that the typing portion of this course is very dull and boring, <u>very interesting</u> , or what?	4.3	4.1	4.3	.....

— (Continued) —

**Appendix A-1 (Continued)**  
**Summary of Questions With Scaled Responses in the**  
**Instructor Questionnaire**

The Question	Average Scale Value <sup>1</sup>			Significance of Difference (t-test) Ord vs. Jackson
	Fort Ord	Fort Jackson	Both	
<b>Section C (Continued)</b>				
4. Do you think that the amount of practice allowed during class hours for typing is <u>too much</u> , <u>too little</u> , or <u>about right</u> ?	4.7	4.9	4.8	.....
5. In your opinion are the typewriters used in this course in good working condition? (Yes=9)	3.3	3.5	3.3	.....
6. Do you think the programmed instruction lessons in this course are easy to understand? (Yes=9)	5.9	6.1	6.0	.....
7. How do you feel about using self-paced instruction in a course? Do you like the idea of letting a student learn at his/her own rate? (Yes=9)	7.1	6.9	7.0	.....
8. Do you think that the programmed instruction lessons used with this course are <u>easy to learn</u> , difficult to learn, or about right?	5.0	5.1	5.1	.....
9. At the end of each programmed instruction text there is a criterion test. In your opinion are the test items <u>related</u> to the instructional material, usually not related, or what?	7.1	8.2	7.5	.05
10. In your judgment are the criterion tests too difficult, <u>too easy</u> , or about right?	5.6	5.4	5.5	.....
11. From what you have seen and heard, do the students think the self-paced portion of this course is <u>interesting</u> or dull and boring?	5.2	5.3	5.2	.....
12. Do you have all the programmed instruction lessons you need for your classroom, e.g., do you have enough copies of everything you need? (Yes=9)	4.4	4.4	4.4	.....
13. Do you often have to conduct a class <u>all by yourself</u> , or do you <u>usually have another instructor or an assistant instructor to help you</u> ?	5.7	4.9	5.4	.....

(Continued)

**Appendix A-1 (Continued)**  
**Summary of Questions With Scaled Responses in the**  
**Instructor Questionnaire**

The Question	Average Scale Value <sup>1</sup>			Significance of Difference (t-test) Ord vs. Jackson
	Fort Ord	Fort Jackson	Both	

**Section D. Student Incentives and Counter-Incentives**

3. Do you think that the students in this course are adequately rewarded for good performance? (Yes=9)	4.9	4.7	4.8	.....
4. What seems to be the best way to motivate students to do well in this course? <i>Reward them for good performance?</i> Punish or threaten them for slow or poor performance? Use a mixture of rewards, punishments, and threats?	6.1	5.5	5.9	.....
5. How do you feel about using rewards and promises to motivate students? <i>Are you for it, against it, or neutral?</i>	6.2	6.8	6.4	.....
6. About how often does the typical student get rewarded for good performance in this course? (Always=9)	4.6	4.7	4.7	.....
7. In your opinion are the students clearly and completely informed of the rewards they can receive for good performance in this course? (Yes=9)	6.6	5.7	6.3	.....
8. In your opinion, does the typical student seem interested in working rather hard for a three-day pass? (Yes=9)	5.9	6.3	6.0	.....
9. What do students seem to think about the idea of "applicatory training"? Do they seem to be <i>for it, against it, or neutral?</i>	5.9	7.1	6.3	.05
11. How do you feel about using punishments and/or threats to motivate students? <i>Are you for it, against it, or neutral?</i>	3.6	4.3	3.8	.....
12. Are the students clearly aware of what can happen to them if they do not do well in this course? (Yes=9)	6.0	6.5	6.2	.....

—(Continued)—

**Appendix A-1 (Continued)**

**Summary of Questions With Scaled Responses in the Instructor Questionnaire**

The Question	Average Scale Value <sup>1</sup>			Significance of Difference (t-test) Ord vs. Jackson
	Fort Ord	Fort Jackson	Both	

**Section D (Continued)**

13. In your opinion does the average student seem interested in working rather hard to avoid going up before the evaluation board? (Yes=9)	6.2	6.8	6.4	-----
14. From what you have seen and heard, does it seem to you that good students are penalized for finishing this course early? (No=9)	4.9	6.3	5.4	.05
15. As an instructor you have to maintain a certain amount of classroom discipline. In your opinion is the level of discipline you are required to maintain too strict, <u>too lax</u> , or about right?	4.9	4.3	4.7	-----
16. From what you know about Army training programs and students, do the students of this course seem to have a lot of motivational and/or disciplinary problems? (Yes=9)	5.1	4.5	4.9	-----

**Section E. Instructor Training and Incentives**

1. Did you go to MOI (Methods of Instruction) school? If yes, do you think that going to that school helped you be an instructor in this course? (Yes=9)	5.8	6.5	6.1	-----
2. Were you adequately informed about how to maintain the trainee records of the 71B10/20 course? (Yes=9)	6.8	6.5	6.7	-----
3. In your judgment were you adequately taught how to counsel students? (Yes=9)	6.3	5.8	6.2	-----
4. In your opinion were you adequately told how to follow the Subject Schedule for this course? (Yes=9)	5.6	5.8	5.7	-----
5. Were you specifically told how fast the students should go through the typing and PI portions of this course? (Yes=9)	6.8	6.2	6.6	-----

*(Continued)* —

**Appendix A-1 (Continued)**

**Summary of Questions With Scaled Responses in the Instructor Questionnaire**

The Question	Average Scale Value <sup>1</sup>			Significance of Difference (t-test) Ord vs. Jackson
	Fort Ord	Fort Jackson	Both	
<b>Section E (Continued)</b>				
6. Do you think that you were adequately taught how to help students who are slow at typing or who are having trouble with the PIs? (Yes-9)	5.5	5.6	5.6	----
8. Are the instructors of this course adequately rewarded for doing a good job as instructors? (Yes-9)	2.8	3.0	2.9	----
12. Every year you will have to take a pro pay test in your MOS. Have you taken one of these tests yet? If you have taken one of these tests, do you think that your present assignment as an instructor <u>helps you pass the pro-pay test</u> , hinders you from passing it, or doesn't make any difference?	5.0	4.4	4.8	----
13. What do you think about being assigned to study hall? Is this an assignment that you <u>like</u> , dislike, or what?	3.4	4.1	3.6	----
14. During the average month, about how often are you given non instructional duty assignments? (Constantly-9)	7.2	7.5	7.3	----
15. How do you feel about non instructional duty assignments? Do you think they have a <u>good</u> or bad effect on your performance as an instructor, or doesn't it seem to make any difference?	2.9	2.5	2.8	----
18. Now that you have been an instructor of this course for awhile, do you <u>like it</u> , dislike it, or don't you care one way or the other?	6.7	6.0	6.4	----
19. Do you think that most of the instructors of this course would transfer to another job on this post if they could? Or would they <u>elect to stay in their present job</u> ?	3.9	2.9	3.6	.05
20. Do you think that most of the instructors of this course would transfer to another post if they could, or would they <u>prefer to stay at this post</u> ?	4.4	3.8	4.2	----

<sup>1</sup>The higher the scale value (1-9), the more favorable was the response.

**Appendix A-2**  
**Selected "Yes" Responses to Questions in the**  
**Instructor Questionnaire**

The Question	Percentage of "Yes" Responses			Significance of Difference (t-test) Ord vs. Jackson
	Fort Ord	Fort Jackson	Both	
<b>Section C. Self-Paced Typing and Programmed Text</b>				
14. In your opinion is self-paced instruction a technique that works well enough with the 71B10/20 course so that it should be continued?	94	80	89	.....
15. Do you think that this course should use more Assistant Instructors, especially to help the slower students?	90	87	89	.....
17. Are there portions of this course which you would like to teach by using platform instruction?	70	80	73	.....
18. From what you have seen in this course, do students have much trouble with the typing portion of the course?	73	67	71	.....
19. Do students seem to have much trouble with the PI (Programmed Instruction) portion of the course?	75	53	67	.....
23. Do you provide feedback and assistance to a student after he fails a criterion test?	85	100	90	.....
<b>Section E. Instructor Training and Incentives</b>				
1. Did you go to MOI (Methods of Instruction) School?	29	53	37	.....

### Appendix A-3

#### Open-Ended Questions in the Instructor Questionnaire

##### Section B. Group Typing

Q-7 As you see it, what are some of the major problems with the current procedures for conducting Group Typing?

Q-8 Do you have any suggestions for how to improve Tape Typing procedures?

##### Section C. Self-Paced Typing and Programmed Texts

Q-14 In your opinion is self-paced instruction a technique that works well enough with the 71B10/20 course so that it should be continued? Please explain.

Q-15 Do you think that this course should use more Assistant Instructors, especially to help the slower students? Please explain.

Q-17 Are there portions of this course which you would like to teach by using platform instruction? If yes, do you have any suggestions about what portions of the course might be taught by platform instruction?

Q-18 From what you have seen in this course, do students have much trouble with the typing portion of the course? If yes, briefly describe some of the typical typing problems.

Q-19 Do students seem to have much trouble with the PI (Programmed Instruction) portion of this course? If yes, describe briefly some of the typical problems they have with the PIs.

Q-20 As an instructor, what are your typical classroom activities? List each activity and for each indicate whether or not you were trained to perform this activity.

Q-21 What types of assistance do you provide students during class? Describe briefly.

Q-22 Suppose that a student is having difficulty with typing. You can counsel the student; you can assign the student to study hall. But what can you do personally to help that student learn how to type? Describe briefly anything you do to help students better learn to type.

*(Continued)*

**Appendix A-3 (Continued)**

**Open-Ended Questions in the  
Instructor Questionnaire**

**Section C. (continued)**

Q-23 Do you provide feedback and assistance to a student after he fails a criterion test? If yes, describe briefly what you do.

Q-24 Suppose that a student is having difficulty with a PI. Describe briefly anything you do personally to help that student learn the material in a PI.

Q-25 When students flunk portions of their EOC Test, they are sent back to the course for remedial training. Have you ever been assigned to work with these students? If yes, describe briefly below what you do to help them pass.

**Section D. Student Incentives and Counter-Incentives**

Q-1 What, if any, types of rewards are students given in this course for good performance? Please list them.

Q-2 What types of rewards do you think could be or should be given students for superior performance - for completing their study ahead of schedule or learning lesson material especially well? Please list any suggestions you may have.

Q-10 What incentives can you use with students who are slow learners but who have a good attitude, are trying hard, and probably can get through the course if given enough time? Describe briefly.

Q-17 List briefly the types of disciplinary problems you usually have in the classroom, e.g., talking, sleeping, won't try to learn, fighting, etc.

**Section E. Instructor Training and Incentives**

Q-5 Were you specifically told how fast the students should go through the typing and the PI portions of this course?

Q-6 Do you think that you were adequately taught how to help students who are slow at typing or who are having trouble with the PIs?

Q-7 Do you have any suggestions about how the Instructor Training you received for this course could be improved? Briefly describe any suggestions you have.

*(Continued)*

**Appendix A-3 (Continued)**

**Open-Ended Questions in the  
Instructor Questionnaire**

Section E. (continued)

- Q-8 In your judgment are the instructors of this course adequately rewarded for doing a good job as instructors?
- Q-9 If you do a good job as an instructor what do you get out of it? We know that you can get a good EER (Enlisted Evaluation Report). But what else, if anything, is in it for you? Describe.
- Q-10 What types of rewards and incentives do you think could be given to instructors who do an especially good job of instructing in this course? Describe briefly any suggestions.
- Q-11 What would you like to see done for the instructors of this course, things that would make your job easier, or more interesting, or personally or professionally or financially more rewarding? Describe briefly.
- Q-16 If you do a poor job as an instructor what are the penalties? Officially, you can get a poor EER. But what else can happen to you? Describe briefly.
- Q-17 In addition to your normal instructor duties, you have to perform certain non-instructional duties, such as PT, CQ, etc. Would you list below the various extra duties? List those you have had to pull during the last 4 weeks.

Section F. Course Improvement Suggestions

- Q-1 What do you think can be done to the typing portion of the 71B10/20 course to make the typing easier to learn? Please list any suggestions you have.
- Q-2 What do you think can be done to the programmed lesson (PI) material to make it easier to learn? Please list your suggestions below.
- Q-3 What do you think could be done to make the typing portion of this course more interesting? Please list your suggestions below.
- Q-4 What do you think could be done to make the programmed instructor portion of this course more interesting? Please record any suggestions you may have.

**Appendix A-4**  
**Summary of Responses to Open-Ended Questions**  
**in the Instructor Questionnaire<sup>1</sup>**

**Section B: Group Typing**

Q-7 There was no agreement regarding what was wrong with current procedures for conducting Group Typing. Some respondents claimed that the tapes were too slow; others claimed they were too fast. There was general agreement that the tapes were boring to the students and that many students do not listen to them.

Students in Group Typing are bored, especially since the typing materials and the exercises are uninteresting and dated. Those students who enter the class with no typing ability have difficulty keeping up with the rest of the class.

Q-8 The tapes should be updated. Other suggestions included: use of better spacing (longer?) on tapes; using spaced as opposed to massed typing practice; using more instructors in the classroom.

There was no clear agreement regarding the need for longer or shorter typing sessions each day. However, there was agreement that Group Typing should be expanded to a two week period, and, that there should be more instructors in the classroom.

**Section C: Self-Paced Typing and Programmed Texts**

Q-14 The Is (instructors) were in favor of self-paced, PI courses. However, they expressed a desire for some platform-type of instruction or some group review sessions. Specific suggestions included:

- Begin the course with a short period of platform instruction.
- Have group review sessions prior to EOC testing.
- Introduce more difficult PIs with platform instruction.

<sup>1</sup>For each question, the first paragraph summarizes comments obtained from 31 instructors at Ft. Ord. The second paragraph summarizes the responses of 15 Ft. Jackson instructors.

(Continued)

**Appendix A-4 (Continued)**

**Summary of Responses to Open-Ended Questions  
in the Instructor Questionnaire**

**Section C (Continued)**

The majority of Is were in favor of PIs but expressed certain reservations about them. Specifically, they suggested that:

- PIs are not appropriate for slow learners or poor readers.
- Certain PIs should be introduced by platform instruction.
- Platform instruction might be used to introduce the course and the course content to the students.

Q-15 The Is were highly in favor of using AIs (assistant instructors), indicating that Ss (students) often feel more at ease with AIs. However, it was pointed out that AIs do not have useful work experience, nor do they know clearly what areas of the BAAC they are weak in. This is because of poor feedback from EOC testing. For these reasons, the use of AIs was considered somewhat risky.

Almost all instructors were in favor of using more AIs. Reasons given included:

- The students seem to feel freer to ask questions of AIs.
- There are not enough instructors available to give appropriate individual attention to those students in need of this.

Q-17 Numerous PIs were mentioned as candidates for platform instruction. Most frequently mentioned were:

- PI-23 -- second half of morning report
- PI-11 -- military correspondence
- PI-17 -- DA publications

Most Is suggested that platform instruction would be appropriate at certain points in the course. In particular, most thought that PIs 17 and 11 should be introduced by platform instruction. Also, many Is suggested that the course should begin with a period of platform instruction. This would help introduce the student to the concept of self-pacing, the use of PIs, and the use and makeup of ARs.

— (Continued) —

Appendix A-4 *(Continued)*

Summary of Responses to Open-Ended Questions  
in the Instructor Questionnaire

Section C (Continued)

Q-18 All respondents said that the Ss had trouble with the typing portion of the course. Most frequently mentioned problems were:

- Difficult to teach Ss who have never typed before. Need more time to get such persons up to the required typing speed.
- Course is frustrating and boring to many students.
- Many students lack finger dexterity.

Most instructors agreed that students have difficulty with the typing portion of the course. Some Is reported that the typewriters were in bad shape. Other Is reported that there were not enough qualified instructors. Many believed that some students could not learn to type because they did not have the necessary finger dexterity or coordination.

Q-19 As compared with typing, many less problems were listed relative to the PI portion of the course. The problem mentioned most often was that the PI material does not agree with the AR material; that is, the PI material often is obsolete relative to the latest Army Regulation. This is a problem about which the Is feel very strongly.

Slightly more than half of the respondents reported that students have trouble with the PIs. The main reason given was that some students are poor readers and cannot comprehend the material. Other students, who can read, skim the material instead of studying it.

Q-20 Instructors receive specific training on how to administer the BAAC course. However, certain activities, such as student counseling, are not really taught. Rather, they are talked about. Instructors learn how to maintain a training card, how to call the roll, how to give and score criterion tests.

The most frequently mentioned classroom activities were: teaching correct use of documents, posting student training records, counseling students, grading tests and maintaining discipline. Activities related to the administration of the BAAC course are taught by senior instructors or learned OJT. Very few instructors attend a MOI course. Most Is receive little if any training on how to discharge their tutorial duties, i.e., how to provide individual attention to students. According to the respondents, those instructors assigned to EOC testing receive little training regarding their test administration and scoring activities.

— *(Continued)* —

Appendix A-4 *(Continued)*

Summary of Responses to Open-Ended Questions  
in the Instructor Questionnaire

Section C (Continued)

Q-21 When a student has difficulty learning to type, most Is review with him certain typing basics, such as how to hold your hands, what fingers to use to strike certain keys, and so on. The mechanics of a typewriter also may be reviewed. When a student has difficulty with a PI, most Is try to explain to the student the basic techniques for solving the work problems covered in the PI. They try to do this without giving away the answers to specific exercise problems in the PI. When possible, the Is provide additional work examples to help explain the PI material.

During classroom hours Is provide academic assistance of three general types:

- Providing answers to questions about PI material.
- Teaching students how to use Army documents, especially ARs.
- Providing information on correct typing procedures.

Several Is reported that they also counsel students about their personal problems.

Q-22 Most Is provide some form of corrective instruction to students who have difficulty typing. Some Is say they try to encourage the student to slow down and aim for small improvements and goals. A few Is give students extra practice by having them type other material, such as pages from the PIs. A few instructors emphasize that the student should keep his eyes off the keys when typing.

The majority of Is stated that students could best be helped by giving them more practice on lessons and timed writings. Other Is felt that increasing motivation and pointing out errors in typing technique was the way to help students.

Q-23 Every instructor assigned to a regular classroom reported giving feedback of one sort or another to students who fail their criterion tests. Most Is said they try to pinpoint student errors and provide specific instruction on those parts of the CT (criterion test) which were answered incorrectly. A few Is ask the student to point out their CT errors; then, they require the student to correct their errors themselves.

— *(Continued)* —

Appendix A-4 (Continued)

Summary of Responses to Open-Ended Questions  
in the Instructor Questionnaire

Section C (Continued)

All but one I reported giving feedback to students after they failed a criterion test. All Is review with the student those areas of the PI which relate to the CT questions answered incorrectly by the student. The intent is to get the S to a point where he can understand why his CT answer was in error and what the answer should have been. One instructor reported that he shows students where in the PIs and ARs the correct answer to a CT question is located.

Q-24 When a student has difficulty understanding a PI, most Is try to identify the source of the student's difficulty. A few Is do this by asking the student a series of questions in order to determine what the student does and does not know about the PI material. Other Is provide additional sample exercises and ask the student to work through them until he understands how to perform them. A few Is specifically check to make sure that the student knows how to use the appropriate Army Regulations.

Practically all Is reported that they work with students who are having difficulty with PIs. Essentially the same procedures are followed by all Is. They review and explain the PI problems step by step, and lead the student through the areas of difficulty. In some cases this requires simplifying the language of the PI and explaining the use of documents such as ARs.

Q-25 Many Is had never been assigned to work with students who had failed the typing portion of the EOC test. Those who had been recommended more practice for the student, coupled with attempts to correct faulty typing procedures as soon as they occur. Many of the Is interviewed had no experience working with students who have flunked their EOC, PI tests. Of those who had, all said that they tried to show the student where he made his errors, and to counsel him so that he may be prepared for retesting.

The instructors were unanimous in their belief that more practice is required of students who fail their end of course typing test. Additional testings (timed writings) are given students to prepare them for retesting on the EOC typing test. Many times students do not know what parts of a particular EOC test they failed. Is are not provided the information either. Therefore, whatever remedial training students do receive is not necessarily concentrated on the problem areas. Thus, when a student fails the test for a particular PI, he usually is asked to restudy the entire PI text.

—(Continued)—

**Appendix A-4 (Continued)**

**Summary of Responses to Open-Ended Questions  
in the Instructor Questionnaire**

**Section D: Student Incentives and Counter-Incentives**

Q-1 The most frequently mentioned rewards given for good performance in the BAAC course were: a 3-day pass, a promotion, and an assignment as an AI. It was mentioned, however, that the school can only recommend that a student receive a reward. To actually receive this reward, the student's training company must concur. Sometimes the company does not do so. At Ft. Jackson an arrangement has been made with one company to allow students to go out on a 3-day pass as soon as it has been awarded to them by the school. This arrangement seems to be working. Other rewards mentioned included: verbal praise, certificates, honors, and fewer details. Apparently some students are discouraged from trying to complete the course rapidly because they fear that they will be assigned many details immediately upon graduation.

The majority of Is reported that accelerated promotions and citation as class honor student are rewards students receive for good performance in the 71 B10/20 course. There was little agreement about what other rewards are given students. Four Is claimed students get no reward for good performance. One I felt that students should not be given rewards for doing something which is part of their job.

Q-2 The most frequently proposed rewards were the ones now given: passes, promotions, and AI assignments. Suggestions for additional incentives related mostly to future duty assignments - incentives regarding choice of future duty assignments and faster processing to the job following graduation. Fewer duties and details also were mentioned as potential rewards. However, a few Is made the point that any incentive system would "backfire" if incentives were earned but not given. Thus, School and Company must agree upon the implementation of an incentive system.

Most of the Is felt that the 3 day pass should be used as an incentive for students who perform well in the 71 B10/20.

Q-10 Most instructors reported using verbal encouragement and extra personal attention to build self-confidence in slow learners who are trying to get through the course. By providing extra help and time, and removing some pressure, slow learners may gain the confidence needed to make it through the course.

— (Continued) —

**Appendix A-4 (Continued)**  
**Summary of Responses to Open-Ended Questions**  
**in the Instructor Questionnaire**

Section D (Continued)

Most of the suggested incentives for slow learners were motivational in nature. Instructors believe that giving praise and encouragement to slow students is the best way to use incentives. Allowing the slow student to stay in school until he passes is viewed as an incentive. Some instructors listed "verbal encouragement" as an incentive they could use with slow learners. A few Is mentioned the material incentive of a "3 day pass"; several Is did not list any incentives.

Q-17 The most frequently reported disciplinary problems were:

- Sleeping in class
- Talking in class

However, a few Is stated that sleeping was due to the duties that the students had to perform on the previous night. A few Is mentioned the lack of motivation and interest on the part of some students in this course - that they wouldn't try to learn. Also, a few Is mentioned problems related to students attitudes -- that they lacked respect and complained frequently.

The most frequently mentioned classroom disciplinary problems were: talking, sleeping and not trying to learn (being lazy). A few instances of cheating and insubordination were cited. Some instructors felt that students sleep in class because of extra duties they pull. Others blamed disciplinary problems on the "wrong expectation" of what Army life is like; on a lack of military discipline.

Section E: Instructor Training and Incentives

Q-5 A few of the instructors reported that they had received no guidance regarding permissible rates of progress in the course. However, several instructors said they received a standard schedule of "normal progress," that was established by the Bn. or School.

Most instructors were provided guidelines regarding how fast the average student should progress through the course. However, a few instructors reported that these guidelines sometimes disagreed, depending upon their source (i.e., DA or school SOP). Also, these guidelines change from time to time due to changes in student input.

— (Continued) —

**Appendix A-4 (Continued)**

**Summary of Responses to Open-Ended Questions  
in the Instructor Questionnaire**

Section E (Continued)

Q-6 The majority of instructors reported that they had not been trained adequately on how to help slow students with their typing, or how to help Ss who were having trouble with their PIs.

Only three instructors reported having had some training on how to help students who were having academic trouble. One of these indicated that this applied only to the PI portion of the course. Three other respondents indicated that they had received no formal training on how to help slow learners.

Q-7 The majority of instructors received no training in preparation for teaching the 71B10/20 course. Very few Is felt that attending an MOI course which emphasizes platform instruction would be of much help for Is of a self-paced course. Some instructors suggested that OJT with a good instructor would be helpful. Training in handling learning and disciplinary problems was considered important by a few Is. A few Is implied that some training geared to running self-paced courses should be given to instructors.

The most frequently mentioned suggestions for how to improve instructor training were:

- Provide more training on how to function as an instructor in a self-paced class (how to manage class, maintain records, counsel, give and grade tests, etc.).
- Have experienced Is instruct new Is.
- Provide better facilities and resources (equipment, reproduction support, keep PIs up-to-date).
- Have school staff work more closely with instructors.

Most instructors who went through the Methods of Instruction (MOI) Course reported that this training does not prepare one to teach in a self-paced course. Some felt that the BAAC course should be changed (make it platform instruction) to bring it in line with their training in the MOI course.

Q-8 The vast majority of Is reported that the rewards for good performance by instructors were very inadequate. Many said that no rewards at all are given, not even a "letter of appreciation" or commendation.

(Continued)

Appendix A-4 (Continued)

Summary of Responses to Open-Ended Questions  
in the Instructor Questionnaire

Section E (Continued)

Most instructors stated that they received no rewards for doing a good job. Some instructors felt that this situation should be changed, but were resigned to the present system. A few Is did not think rewards should be given for "doing one's job." However, the majority seemed unhappy that they received no recognition.

Q-9 Most Is indicated that the only thing they get out of doing a good job is the personal satisfaction of seeing students learn and pass the course. Some Is reported that they get nothing at all for being a good instructor. Apparently, an I is more apt to receive time off to take care of personal business if he performs well.

Most instructors stated that they received no material rewards for doing a good job as an instructor. Several stated that personal satisfaction was all they obtained for doing a good job. Some instructors complained that only extra duties and details were given to them for their work.

Q-10 Almost all Is agree that they should receive some kind of rewards or incentives for good performance. Pro Pay, time off and promotions were the more common suggestions for rewards. A couple of Is stated that no special rewards were necessary except praise, perhaps, since instruction was part of their job.

One I did not see why he should be rewarded for doing his job. However, the majority of Is were in favor of rewarding good instructor performance. The most frequently mentioned rewards were:

- Time off (3 day passes).
- Recognition (letters of appreciation, certificates).
- Exemption from certain duties and details.
- Uniforms and extra pay (like drill Sgts.).

Q-11 The most frequent suggestions for making the job of an instructor easier and more rewarding were:

- Relief from extra duties and details. Many Is complained that these interfered with their job as an AI.
- More help. Some Is requested more instructors, not AIs; other instructors requested help from both.
- Recognition for their work. Some Is sought more rewards and status for their position as an instructor (special badge, identifier on MOS, honors, pro-pay, etc.).

— (Continued) —

#### Appendix A-4 (Continued)

#### Summary of Responses to Open-Ended Questions in the Instructor Questionnaire

##### Section E (Continued)

Other suggestions for improvement in job conditions included: wearing civilian clothing, permanent classroom location, and more breaks in routine.

The most frequent suggestions for making the instructor's job more interesting or rewarding were:

- Fewer details and extra duties - they interfere with training activities.
- More recognition for job performance.

A few Is mentioned more instructor training, more pay (same as drill Sgts.), more help from AIs, and more adequate supplies, equipment and space as improvements they would like to see in the BAAC course.

Q-16 The most frequently mentioned penalty for poor performance by an instructor was relief from their duties and transfer to another assignment. Verbal reprimands also were mentioned. An Article 15 was suggested as a possible punishment. Many instructors stated that poor performance would not be penalized, indeed it seldom is recognized.

Possible penalties for poor performance by an instructor included:

- Relief of assignment/transfer to another assignment.
- Extra duties and details.
- Reprimands (verbal and/or written).
- Article 15 or Court Martial.

Q-17 Commonly performed non-instructional duties include:

- Company and Battalion CO.
- Guard duty, especially acting as Sgt. of the Guard.
- Courtesy patrol.
- Commander of the Relief.

Numerous respondents mentioned that they were assigned a wide variety of details, such as burial detail, participation in parades, pay day details and so on. WACs pull considerably less non-training duties and details. They do not participate in guard duty, and apparently do not pull CO duty.

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**Appendix A-4 (Continued)**  
**Summary of Responses to Open-Ended Questions**  
**in the Instructor Questionnaire**

Section E (Continued)

The Is reported that they appear on 11 different duty rosters. In addition, they have to perform extra details. Frequently mentioned duties included weekday Company CQ. Fifty percent of the Is listed that during the past month they had been assigned to unit patrol and PT committee duties, and had functioned as Battalion SDNCO. The Is were especially disgruntled about performing PT committee assignments, stating that this was a Drill Sergeant duty. The Is claimed that they pull extra duties or details at least once per week. They complained that this interferred with their instructional activities.

Section F: Course Improvement Suggestions

Q-1 Most instructors could not think of ways to make the typing portion of the course easier. Two Is suggested that more drill and practice be employed. One I suggested that instructors provide more individual instruction. Another recommended that instructors should present the subject more uniformly and be up-to-date on the material covered.

Most instructors suggested that the typing portion of the course could be made easier if:

- There were more typing instructors
- There was more uninterrupted typing practice in Group Typing.
- The students were screened more carefully.

A few instructors also recommended the use of more up-to-date teaching methods and materials, and better typewriters.

Q-2 The most frequent suggestion for improvement of the PIs was to update the material (both in the PIs and the references - ARs) to insure that all errors have been corrected. Complaints were voiced regarding the bad effect these errors have upon the student. A recommendation for providing the instructor with more materials also was made (more copies of the PIs).

Most instructors suggested that the PI portion of the course could be made easier to learn if the PI materials were updated. Many instructors thought that the reading level required by the PIs was too difficult. However, other instructors thought the PIs were easy enough

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#### Appendix A-4 (Continued)

#### Summary of Responses to Open-Ended Questions in the Instructor Questionnaire

##### Section F (Continued)

especially in view of the fact that students have to learn to read the complicated material found in ARs and Pamphlets. Other suggestions mentioned included:

- More instruction on Army publications.
- Substitute platform instruction for PIs.
- Make more PIs available and let students take them to their next assignment.

Q-3 Most Is had no suggestions for making the typing portion of the course more interesting. The recommendations that were made included: more individual instruction, more interesting and current typing material, and more time to be spent on the basics.

Some instructors did not think anything could be done to make the typing portion of the course more interesting. The most frequent suggestions for improvement were:

- Don't teach typing by Group Typing approach.
- Pipe music into classroom.
- Make typing material more interesting.
- Give students more break time.

Also mentioned were suggestions to provide better instructors and equipment, reward those who do well, and provide more instruction about the parts of the typewriter.

Q-4 One suggestion for making the PI portion of the course more interesting was to update the PIs and to insure that they coincided with the ARs. Also, rewards for students and Is were suggested. There were a few recommendations for reorganizing the PIs (use scrambled PIs; go from simple to complex).

A few instructors thought that nothing could be done to make the PI portion of the course more interesting. However, most instructors had some suggestions for improvement. The most frequent recommendations included:

- Update the material and writing style in the PIs.
- Make the PIs more job relevant.
- Lower the reading level of the PIs.
- Provide more instructors.
- Permit students to take PIs with them (to the barracks and to their next assignment).
- Grade tests more rapidly.

**Appendix B**

**QUESTIONS AND SUMMARY OF RESPONSES --  
TRAINING COMPANY QUESTIONNAIRE**

**Appendix B-1**  
**Questions in the Training Company**  
**Questionnaire**

Q-1 Do you use a demerit system in this training company for trainees who do not perform barracks duties, maintain their personnel effects and appearance, and for other disciplinary reasons? Explain.

Q-2 What kind of non-training duty assignments does a trainee pull while in this company? List what these duties are and how the assignments are made.

Q-3 What are the three most frequent kinds of disciplinary problems you have with trainees in this company?

Q-4 What are the three most serious kinds of disciplinary problems you have with trainees?

Q-5 Do you counsel the trainees in your company for academic, disciplinary or other problems? Explain counseling procedures.

Q-6 From what you can tell, is there much studying going on in the evenings?

Q-7 What sort of complaints, if any, do you hear about:  
a. Barracks life  
b. The 71B10/20 course  
c. This Army Training Center  
d. The incentive system used with the 71B10/20 course  
e. Post recreational facilities

Q-8 In addition to your barracks duties, do you have to report over to the school for any type of assignment during the day? If yes, explain.

Q-9 Do you have any suggestions regarding how your job could be made easier?

## Appendix B-2

### Summary of Responses to Questions in the Training Company Questionnaire<sup>1</sup>

Q-1 Inspection and demerit procedures vary from barracks to barracks. Schemes for rewarding good barracks and personal conduct include:

- cleanest barracks gets Friday afternoon off.
- cleanest barracks, based on Bn inspection, gets to be first in chow line.
- exceptional individuals may receive a 3-day pass.
- persons who "goof up" may be given extra details and/or sent to the CO for counseling.

The demerit system is informal and based on the judgment of the Drill Sergeants. Demerits are awarded on the basis of daily and weekly room and personal appearance checks. An individual gets assigned extra details if he fails an inspection. Also, if 10 demerits are received by an individual he loses his 3-day pass privileges. The top three students on an inspection are awarded a 3-day pass at the end of the week.

Q-2 Duty rosters are used to select persons for non-training duty assignments. Guard duty was the most frequently mentioned duty, followed by courtesy patrol. Brigade guard duty was the only duty which keeps a man out of class. Apparently WACS do not pull guard duty.

There apparently are 10 or more duty rosters. However, the most frequently performed duties relate to pulling barracks, brigade or security guard. About six percent of a company is on guard each night.

Q-3 Failure to Repair was the most frequently listed disciplinary problem.

95% of disciplinary problems are accounted for by AWOLs, Failure to Repair and insubordination.

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<sup>1</sup>For each question (a) the first statement summarizes replies from seven training company personnel at Ft. Ord, (b) the second statement summarizes replies from six training company personnel at Ft. Jackson.

— (Continued) —

**Appendix B-2 (Continued)**

**Summary of Responses to Questions in the  
Training Company Questionnaire**

Q-4 Four of seven respondents provided no answer to this question. Two respondents listed "Failure to Repair".

The most serious disciplinary problems are insubordination, AWOL and stealing (Larceny).

Q-5 All respondents reported that they counsel students for disciplinary problems, also personal problems when requested to do so. The counseling procedure employed is the standard one of talking with the student, finding out what the problem seems to be, and suggesting (or ordering) corrective action. There is reason to believe that WACs are more apt to seek counseling than are enlistedmen.

Students are counseled for all types of problems: (a) academic problems: find out if student would be better suited or wants another MOS; (b) disciplinary problems: find out if S likes Army; try to identify the problem; (c) personal problems: quite often. Counseling is done up through chain of command. Rather detailed records are kept and student signs a statement describing the counseling session. Good records are kept for students who are potential QMPs (Quantitative Management of Personnel) drops.

Q-6 Very few students study after-hours unless required to do so, then they are assigned to night study hall. It is a school policy that the PIs cannot be taken to the barracks.

Students cannot study in their room in the evening; specifically they cannot take PIs to barracks. A student can volunteer to go to study hall. 10% do this. They may be competing in Co. A's incentive program, or they may be trying to get away from noise in their room.

Q-7a Most complaints relate to the condition of the barracks (they are old) and the extra duty assignments given during the first week of the course. Other complaints include: too much noise, too cold, don't have enough freedom. The WACs would like to have women in the key administrative positions of the training companies -- company commander, first sergeant and drill sergeants.

Get standard complaints about barracks life. High frequency complaints include:

- inspections too strict
- don't like living with a lot of people
- too noisy
- roommates won't help clean room

*(Continued)*

Appendix B-2 (Continued)

Summary of Responses to Questions in the  
Training Company Questionnaire

Q-7b A wide variety of complaints were listed. Those most frequently mentioned were: not enough personal attention; poor instructors; material is boring and out of date.

Frequent complaints include: don't like self-paced instruction; want platform instruction; don't get enough help from instructor; don't understand PI material; can't learn to type.

In summary: slow learners can't handle PIs or self-pacing. Those slow learners who took BCT at Ft. Jackson eventually get fed up with the place and want out.

Q-7c Most respondents reported that they hear very few or no complaints about the training center. Some students complain about the cold weather.

A lot of general complaints, but few specifics. Most students get used to the place. Slow learners get angry at Post.

Q-7d Most frequently mentioned complaints are: hard to get a promotion, and do not get 3-day pass when this is recommended by the school. (Apparently a person cannot be recommended for promotion until his entire class has graduated. By that time the person has shipped out. With respect to 3-day passes, the school can recommend but the Training Company has to concur. Sometimes the Training Company does not concur.)

There is a dual incentive system. Primary one is based on barracks inspections (appearance of the room and personal appearance). Secondary incentive system is run by the School and is based on academic progress. For both systems the primary reward is a 3-day pass. However, a student must meet the Training Company standards before he can use a pass awarded by the School. Recently an agreement was made so that Ss can immediately use awards given by Co. A. Obviously, the two systems may conflict and the Training Company wins out. This is not good for academic progress. Other important points mentioned included:

- top 20% of class can receive accelerated promotion (some doubt that this occurs)
- when finished training, a graduate is assigned to a Casual Co. This is better duty, there are less details.
- there are no incentives for students who are slow, but who try hard.

— (Continued) —

### Appendix B-2 *(Continued)*

#### Summary of Responses to Questions in the Training Company Questionnaire

- there is competition for Honor Graduate, but few people can compete for this.
- the School is trying to establish bench-marks whereby if S passes so many PIs within a period of time, he gets a pass.

Q-7e Most recreational facilities are located some distance from the BAAC housing area. Some students complained about the difficulty of getting to them. However, apparently most students do not complain about recreational facilities. There are some in the immediate area and in the barracks.

Apparently quite a few recreational facilities are located on-post, but not nearby to the School. The students have transportation problems getting to them. Recently, facilities have been opened nearer to the School.

Q-8 Five of seven respondents said that they do report to the School area for certain duty assignments. Duties and activities most frequently mentioned included:

- talking to Is about Ss who are having problems.
- marching students to and from class.
- completing Form 266R (absentee report) for the class.

In addition to the barracks duties, Drill Sergeants are serving as Als. This is a recent program, the Drill Sergeant Utilization Program, which requires them to spend ten hours per week in the school area. In addition, some Drill Sergeants apparently have been asked by their Company Commander to go through the BAAC course. The Sergeants are opposed to this.

Q-9 A variety of suggestions were offered for improving the BAAC course. These included:

- try to increase the cooperation between instructors and Drill Sergeants.
- speed up the process of reclassifying "drops" and persons who wish to leave the BAAC course because they feel malassigned.
- speed up the process of sending graduates to their next assignment.
- change the location of "zero week." It is too early. Most men do not have clean uniforms and therefore are not ready for guard duty; they do not know the chain of command; they have not been paid recently.

*(Continued)*

**Appendix B-2 (Continued)**

**Summary of Responses to Questions in the  
Training Company Questionnaire**

Main complaints and suggestions centered around student control and the role of Drill Sergeants.

- currently there is dual control of students. The School controls during normal working hours and the Training Company controls after hours. The Drill Sgts. say: this does not give them adequate control over students; they don't get to know first-hand how well each student is doing; the dual incentive systems conflict. The Drill Sgts. would prefer one group of NCOs to have complete control over one class, as opposed to partial control over 2-3 classes as is the current practice. Also, a need was expressed for more Drill Sgts. Also, there were implicit complaints about the role of a Drill Sgt., especially the lack of clear guidance regarding just what that role should be. What, if any, are their instructional duties; should the School be able to award a 3-day pass if a Drill Sgt. does not wish to execute this award, and so on.
- There were some complaints about the lack of close coordination between School and Company personnel.

**Appendix C**

**QUESTIONS AND SUMMARY OF RESPONSES --  
CASUAL COMPANY QUESTIONNAIRE**

**Appendix C-1**  
**Questions in the Casual Company**  
**Questionnaire**

Q-1 Do you use a demerit system in this training company for trainees who do not perform barracks duties, maintain their personal effects and appearance, and for other disciplinary reasons?  
Yes \_\_\_\_\_ No \_\_\_\_\_

Q-2 What kind of duty assignments (other than OJT) does a person pull while in the Casual Company? List duties and explain how their assignment is made.

Q-3 About how long does a person remain in the Casual Company before clearing post?

Q-4 After persons have graduated from the 71B10/20 course and are in the Casual Company, do you notice any increased tendency for them to become disciplinary problems?

Q-5 What sort of disciplinary problems do you have with persons in the Casual Company who have completed the 71B10/20 course and are working on-the-job?

Q-6 What are the three most frequent kinds of disciplinary problems you have with trainees in the Casual Company?

Q-7 What are the three most serious kinds of disciplinary problems you have with trainees?

Q-8 What, if anything, do you do when you determine that a person is becoming a motivational or disciplinary problem?

Q-9 Are you involved in any way with making OJT assignments and/or assuring that persons show up at their OJT assignment?

Q-10 In addition to your barracks duties, do you have to report over to the school (71B10/20 course) for any type of assignment during the day? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, explain.

Q-11 Do you have any suggestions for how your job might be made easier?

**Appendix C-2**  
**Summary of Responses to Questions in the**  
**Casual Company Questionnaire<sup>1</sup>**

Q-1 The same inspection, demerit, and reward procedures are used for both students and graduates of the BAAC. This is in part because the BAAC graduates are still housed in their originally assigned training company, but are assigned to a separate section of the barracks.

Persons in the Casual Company still are officially assigned to their parent Training Company. They are referred to this Company if they get into trouble. While in the Casual Company their responsibility is to police their area and go to their OJT assignment. They get an Article 15 if they become a problem.

Q-2 Graduates pull the same duties, with the same frequency, as do students. In addition, graduates may serve as AIs or as clerks in a company supply or orderly room.

Graduates pull standard military duty assignments, based on duty roster selection procedures. The most frequent duties are: security guard; assistant CQ, area policing details; special projects.

Q-3 At present a graduate may clear post within five to seven days. A few months ago a graduate might have stayed on post for two to five weeks.

US and RA personnel stay around for seven to ten days before shipping out. NGs and ERs may stay around from three to five weeks. These persons must remain on post for a total of 120 days (schooling plus OJT).

Q-4 Four of seven respondents claimed that graduates do not become disciplinary problems. Three respondents said that morale does suffer if the graduate does not clear post soon, or gets assigned many extra details. None of the respondents felt that graduate disciplinary problems were serious. However, two respondents did suggest that in the past

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<sup>1</sup>At Ft. Ord BAAC graduates remain under the jurisdiction of their training company, but are housed on a different floor of the barracks. The first statement under each question summarizes the comments of seven training company personnel at Ft. Ord. The second paragraph summarizes the comments of four members of the Casual Company at Ft. Jackson.

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(Continued)

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**Appendix C-2 (Continued)**

**Summary of Responses to Questions in the  
Casual Company Questionnaire**

the graduates were slow to clear post and that this did lead to an increased number of disciplinary problems.

Very few official disciplinary actions are taken against BAAC graduates. There have been five Article 15s in the last 1,000 troops processed. However, there are some persons who become minor discipline problems. These problems seem to relate to the typical EM dislike for the Army work ethic -- they don't show up at their assigned job.

Q-5 Failure to Repair was the most frequently listed disciplinary problem. In particular, it is difficult to constantly check to see if the graduates show up at their OJT (applicatory training) assignment.

Frequently mentioned disciplinary problems included: not reporting for and/or poor performance on Applicatory Training and failure to make formation (AWOL).

Q-6 Four respondents provided no answer to this question. "Loss of teamwork attitude" was mentioned by two respondents.

Frequently mentioned disciplinary problems included: AWOL/missing formation; failure to report for assigned work; insubordination.

Q-7 Nothing of a serious nature was reported.

Most "serious" disciplinary problems listed were: insubordination; failure to report for assigned work; AWOL/missing formation.

Q-8 Most respondents reported that they try to counsel the graduate. They try to find out what his problem is; find out when he will clear post. Also, they try to find details to assign to him. Apparently the counseling often amounts to telling the graduate to keep out of trouble so that he can clear post as fast as possible.

The graduate is counseled, and counseling sessions are conducted in the standard fashion:

- NCOs counsel first, then the Officers counsel if that becomes necessary.
- Parent Company takes on most of counseling.
- They try to get the person to "hang in there" until shipped out.

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**Appendix C-2 (Continued)**

**Summary of Responses to Questions in the  
Casual Company Questionnaire**

Q-9 Apparently OJT assignments are usually filled by BAAC school personnel. Training Company personnel may select graduates to perform certain company or battalion-level jobs.

Casual Company makes all OJT assignments. They get requests from the School (for Als) and from other post organizations. They decide if work requests can be met (in numbers) and who will be assigned to fill each request. Apparently there is little the Casual Company can do to see that a graduate shows up at his OJT assignment. This is a problem. Also, there are no formal procedures for monitoring the OJT performance of the graduate.

Q-10 See summary of replies to Training Company Questionnaire.

There are no formal contacts with the School except to fill requests for Als.

Q-11 See summary of replies to Training Company Questionnaire.

Improvement suggestions included:

- Should have UCMJ authority over Ss in Casual Company.
- Should have authority to recommend QMP on the basis of Applicatory Training Record.
- OJT supervisor should be more aware of his responsibilities--should monitor trainees, make sure they show up.

Apparently the Casual Company is (on paper) in charge of OJT. In fact, however, the Casual Company has little responsibility for OJT except for making assignments. One interviewee thought the Company was more like a Shipping and Holding Company. He suggested it be disbanded and a "real" Casual Company, with a "real" OJT mission be established.

**Appendix D**

**QUESTIONS AND SUMMARY OF RESPONSES --  
ADMINISTRATIVE PERSONNEL QUESTIONNAIRE**

**Appendix D-1**  
**Questions in the Administrative Personnel  
Questionnaire**

Q-1 In your judgment has there been any increase in disciplinary problems among the 71B10/20 trainees in recent months? Comments.

Q-2 What are the three most frequently occurring disciplinary problems occurring among 71B10/20 trainees?

Q-3 What are the three most serious disciplinary problems which occur among 71B10/20 trainees?

Q-4 At what period in time during the 71B10/20 course do most disciplinary problems seem to occur?

- a. Before course starts
- b. During 1st week
- c. During 2nd week
- d. During 3rd week
- e. During 4th week
- f. During 5th week
- g. During 6th week
- h. After training is completed, but before clearing post.

Q-5 Do you presently counsel students:

- a. With disciplinary problems?
- b. With academic problems?
- c. With other problems (personal, emotional problems)?

Comments

Q-6 In your judgment is the 71B10/20 course easy or difficult to administer?

- a. Easy
- b. Fairly easy
- c. Same as other courses
- d. Quite difficult
- e. Very difficult

Q-7 What suggestions do you have regarding how the 71B10/20 course could be made easier to administer?

## Appendix D-2

### Summary of Responses to Questions in the Administrative Personnel Questionnaire<sup>1</sup>

Q-1 The incidence of AWOLs may be going up. This seems due to the larger size of the classes and the lower caliber of students.

The number of AWOLs and Article 15s seems to have gone down recently. This may be due to the fact that we now are processing June high school graduates. However, the caliber of students is now lower and AWOLs probably will go up again.

There has been no increase in disciplinary problems during the past few months.

Q-2 The most common disciplinary problems are: failure to obey orders; failure to repair; AWOLs.

The three most common disciplinary problems are: AWOLs; failure to repair; followed by many others in lesser frequency.

AWOLs were the most frequently listed disciplinary problem, followed by drug usage. Apparently the situation is not too bad since the respondents did not dwell on disciplinary problems. One respondent mentioned that in the past month the entire battalion had only four Article 15s.

Q-3 The most serious problems are AWOL, fighting and insubordination or disobeying of orders. Drug problems were not mentioned prominently.

The most serious disciplinary problems are AWOLs, disrespect and stealing.

Most respondents did not list any disciplinary problems as being "serious". On the average two men from each training company are AWOL each day. Often they are AWOL for a period of days. The same situation applies to the Field Wire Course.

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<sup>1</sup>For each question: (a) the first statement summarizes replies from five training company personnel at Ft. Jackson; (b) the second statement summarizes replies from six Bn. and five Bgde. personnel at Ft. Jackson; (c) the third statement summarizes replies from four training battalion personnel at Ft. Ord.

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*(Continued)*

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**Appendix D-2 (Continued)**

**Summary of Responses to Questions in the  
Administrative Personnel Questionnaire**

Q-4 The third, fourth and fifth weeks of training are when most disciplinary problems occur. Slightly more occur during the third week.

Disciplinary problems peak at about the third week of training and remain rather high for the fourth and fifth weeks.

Most disciplinary problems seem to occur during the first week of training.

Q-5a This is a part of the job of Training Company personnel, especially platoon Sergeants. Students are counseled before and after Article 15s. Company Commander counsels on very serious problems.

Bn./Bde. personnel counsel students when problems are serious or when those in the lower chain of command have not been able to handle the problem. Battalion personnel try to avoid such counseling unless a student requests it. The exceptions are:

- Bn. personnel counsel as part of their Evaluation Board duties.
- Bn. CO counsels any student who wants to see the I.G.

All respondents said they do not counsel for disciplinary problems. One respondent reported counseling for personal problems. Counseling is first down at the lower command levels. If the problem is very serious, Battalion-level personnel may provide some counseling assistance.

Q-5b Training Company personnel often have to counsel students on training problems. This counseling works best when the School alerts the Company that a student is getting behind. Often Training Company personnel don't know about this very far ahead of time and thus find it difficult to do something about it.

Same as for Q-5a.

Same as for Q-5a.

Q-5c Counsel students regarding personal problems if they ask for advice. Usually the Platoon Sergeant is the first one approached. Try to identify problem and then suggest some expert for student to go to -- the chaplin, Company Commander, hospital, etc.

Same as for Q-5a.

Same as for Q-5a.

*(Continued)*

### Appendix D-2 (Continued)

#### Summary of Responses to Questions in the Administrative Personnel Questionnaire

Q-6 The respondents believed the BAAC course to be no more difficult than others to administer, perhaps a bit easier. They pointed out that some students need platform instruction.

Bn./Bgd. personnel judged the course to be fairly easy to administer.

- they see this as an easy course to administer, especially since in their opinion, the instructors do not have to be subject matter experts, or be adept at platform instruction.
- some did believe that student control is more of a problem in this course.
- some mentioned that the Is were on their own and therefore had to be fairly well motivated.

Most respondents thought the BAAC course was easy to administer.

Q-7 Only a few suggestions were given. They included:

- make PIs and ARs agree with each other
- give more platform instruction
- have lesser number of trainees in one company

Bn./Bgd. personnel did not see administration as a big problem. Thus, their suggestions for improvement were rather mildly put. They included:

- use more platform instruction, especially for difficult PIs
- make more of an effort to update PIs--make them agree with the latest AR information
- have AG school monitor BAAC course more closely, especially to assure that Is are qualified
- spend more time (2-3 days) orienting instructors
- introduce more variety into the course--mix of PI and platform.

Few suggestions for improvement were offered. Those mentioned included:

- place more emphasis on typing
- delete instruction on "clearance messages"
- have some platform instruction (especially on morning reports)
- have more instructors because some Als are not qualified.